

U.S. History Syllabus



Mr. Hansen & Mr. Keller

Mr. Hansen Info: phansen@dbgschools.org or mrhansenteaches@gmail.com Room B141, 563-552-5642

Mr. Keller Info: dkeller@dbgschools.org, Room A105, 563-552-5655
<http://www.aeak12online.org/course/view.php?id=1446>

My Philosophy:

I try to teach what is relevant and interesting. I like to use activities and stories of people, places and events to help make subjects interesting. I like to ask questions and have students ask questions. I look at learning a subject like a car accident; everyone has their own view of what happened. I believe that even though I try to make things interesting, ultimately not everything can be exciting, some things take work, but remember it is the worth the end result. I believe the end result is an education that will teach skills which will be useful in the real world.

Course Description, Content & Instructional Strategies:

U.S. History, 1900 to Present: U.S. History is a year-long, two-credit course. This course is intended to develop in students a deep appreciation and awareness of this country's history.

A basic chronological order with thematic infusions will be used to cover the significant events that have shaped the country's development in the Twentieth and Twenty-First Centuries. Units of study will focus on topics such as immigration, Progressivism, the U.S. in World War I, the Jazz Age, the Great Depression and New Deal era, the U.S. in World War II, the 1950s, 1960s, Vietnam War and from President Carter to President G. W. Bush.

Emphasis in this course will be placed on content mastery, reading skills, conceptualization and critical thinking skills. Students are expected to use organized study skills, note taking and discussion skills in completing the course requirements. The general format of the class will include lecture/discussion, reading assignments including primary sources, audio-visual items, simulations, journals and evaluation instruments.

Alignment to the Iowa Core in History/Social Studies Grades 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Chapters covered from our U.S. History textbook this year will be:

- Chapter 5 An Industrial Nation
- Chapter 6 The Progressives
- Chapter 7 Entering the World Stage
- Chapter 8 The First World War
- Chapter 9 From War to Peace
- Chapter 10 The Roaring Twenties
- Chapter 11 The Great Depression Begins
- Chapter 12 The New Deal
- Chapter 13 World War II Erupts
- Chapter 14 The United States in World War II
- Chapter 15 The Cold War Begins
- Chapter 16 Postwar America
- Chapter 17 The New Frontier and the Great Society
- Chapter 18 The Civil Rights Movement
- Chapter 19 The Vietnam War

Standards:

To view standards for this class please click on this link: [US History Standards](#)

Resources/Textbook:

This classes textbook is American Anthem Modern American History copyright 2009. To access the online textbook: <http://my.hrw.com> **Username:** history2 or history4

Password: history

If a student is in need of more information connected to the content of what we are learning I would suggest logging onto the above website and go the correct chapter. Once on the correct chapter students can click on the blue tabs at the top of the page labeled eActivities, References, and Student Resources. If a student does not have reliable internet access, but has access to a computer, the school can provide CDs with this information. Please ask Mr. Hansen if you need this.

Classroom's Purpose:

Our ultimate purpose in school is to learn life skills that will help us to be successful in school and the real world. We will learn practical skills such as reasoning, writing, reading, math etc. You will also learn things such as ethics (morals), work ethic and social and cultural understanding. In my class the main purpose will be for you to learn these life skills through the window of US History.

Rules of our Classroom:

- **RESPECT!** It is Mr. Hansen's expectation that you respect the beliefs/opinions, feelings, space and property of others. This means disrespectful, inappropriate and distracting behavior is unacceptable. Therefore students who are disrespectful and excessively distracting to others or themselves should expect consequences (refer to consequence ladder at the bottom). All students are expected to behave as the young adults they are.
- **Rule 1: Quiet?** Fun is important, stories are important, questions are important, discussion is important for learning, but only at appropriate times, when given permission. Quietly listen while another is speaking. If this doesn't work, the class will have to raise their hand to speak.
- **Rule 2: Distracting?** DO NOT distract yourself or other students from learning. Therefore no cell phones out or other class work out. While class is in session, if someone needs to get up from what they are doing, they need to do what they do in a non-distracting way.
- **Rule 3: Prepared?** Students should be to class on time and bring their textbook, notebook, pens, pencils and other necessary materials. Students should participate in classroom activities. Students should turn their work in on time. Students should work to the best of their ability.

Classroom Procedures

Grading Plan:

- Assignments and homework will count for 10% of your grade. Quizzes, Tests, Projects and other categories of student assessment will count towards 90% of students' grades. When turning in assignment students need to make sure they turn the assignments by placing them in their classes designated tray on my filing cabinets. Each student will be responsible for all of the assigned work and activities in each of the units. The instructor evaluates by means of the total point system. The point total of the student is divided by the total of the points possible to determine the student's grade percentage. The letter grade the student earns which corresponds to a given percentage range is:

| | |
|----|--------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-76 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

Assessments:

- There will be practice multiple choice and matching quizzes throughout the semester that will not count towards a student's grade. They will be for the purpose of checking students' understanding and for students to reflect and set goals for improving. There will be summative assessments every unit. The summative assessments vary from multiple choice tests, to projects, to essays, to class discussions. Each unit assessment includes students answering a focus question.

Hallway:

- I expect you to come to class prepared with materials and having gone to the bathroom, water fountain, etc. I do not appreciate when students leave because this takes away time from their education and distracts the class. I have a key to the hallway that allows students to leave if necessary, but first they must get my attention before leaving. Students with their agenda's may use their agendas as a key to the hallway as well. Students who abuse this privilege will lose it.

Late to Class:

- Students are expected to be in the classroom by the time the bell rings for class to begin. Excessive tardies and absences will be dealt with according to the policies outlined in your student handbook agenda on page 40. If you are late with or without a pass, whatever the pass says put the passes in my basket and quietly join the class without distracting learning.

Absences:

- Students who have been absent need to check in with me to make sure they know what they need to make up, like tests and assignments. Students are responsible for checking in with me. After a week of being absent I will put 0s in for tests. Students will have the chance to make up for activities missed while they were gone. Students' work assigned to them before their absence will be due on their return. Students must make up for assignments missed while absent. They will have the amount of time they were absent to make up the work. I have a **Black Binder** on my shelf that you should look at to find out what happened while you were gone as well as the same information and more on the class Moodle website.

Late Work:

- Late work will be accepted, however with 30% taken off the earned grade. An assignment is considered late immediately after I collect the assignment in class. I will only accept late work 1 day after it's due. After 2 days it is no longer accepted and the student will receive a 0 for the assignment. Example: Mr. Hansen assigns a paper due on Monday, Joe Bob turns it in on Tuesday. Joe Bob did a pretty good job and got an 82%, but because it was late Joe Bob received a 52% for the paper. If Joe Bob turns it in on Wednesday the paper is worth 0.

Cheating:

- If you are caught cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating will result zero points for that assignment, test, or project. Students are also at risk of losing class credit if caught cheating. Students must complete their own schoolwork. Both persons, the one copying and the one being copied from will be dealt with in like manner. Getting an electronic device out without permission during an assessment is considered cheating. Do you want your surgeon to have been a cheater? How about your pilot? Auto mechanic?

Beginning of Class:

- At the beginning of class will be a time when attendance is taken. Put your cell phone away. Be in your seat get homework out and get other materials out to be prepared for class. Every other Friday there will be CNN student news shown pay attention as there will be a class discussion after the video. If you do not have materials for class first ask a partner near you for help in a non-distracting way. Then ask your teacher.

Ending of Class:

- At the end of every class students should stay seated in their desks. I dismiss the class, not the bell. I do this so that you keep working up to the bell. Over a year those minutes add up for you, equaling more quality learning and less homework.

Communication Plan:

- Parents and students can contact us via the phone numbers, emails and room numbers listed on the first page, please refer to our schedules below if looking for us in the building.

Schedule: (Mr. Hansen)

| Period 1 | Period 2 | Period 3 | Period 4 | Period 5/HR | Period 6 | Period 7 |
|----------------------------------|----------------------------------|------------------------------|--------------|----------------------------------|---------------------------------------|----------------------------------|
| 7:35-8:21 | 8:26-9:12 | 9:17-10:08 | 10:13-10:59 | 11:04-12:38 | 12:43-1:29 | 1:34-2:20 |
| US His B141 US His B141 | US His B141 US His B141 | Econ B141 Econ B141 | PREP PREP | US His B141 US His B141 | AP Econ B141 AP AP Econ B141 | US His B141 US His B141 |

Schedule: (Mr. Keller)

| | | | | | | |
|----------------------------------|----------------------------------|--|--------------------------------------|--|--|--------------|
| US His B141 US His B141 | US His B141 US His B141 | Ac Ast 11 A105 Ac Ast 11 A105 | Data/Pro A322 Data/Pro A326 | Yg Adt Lit D163 Yg Ad tLit D163 | Ac Ast 11 A105 Ac Ast 11 A105 | PREP PREP |
|----------------------------------|----------------------------------|--|--------------------------------------|--|--|--------------|

Contract:

I agree that I _____ (print name) will follow the class rules and procedures.

_____ (signature of agreement)

I parent/guardian of _____ (print name) have read the above rules and find them sufficient for the classroom.

_____ (signature of agreement)

Consequence Ladder

6. Students sent to the office to debrief with an A.P. & with a written debrief to fill out

5. Student to guidance office to get some help with a verbal debriefing from a guidance consoler

4. Reflection with a written debrief and verbal debrief

3. Reflection: some time out in the hall to think and calm down

2. Silent observer status to help a student

1. Reminder