

## AMERICAN HISTORY COURSE SYLLABUS 2008-09

### I. Content

A. TEXTBOOK AND SUPPLIES: The Americans, McDougal Littell, 2006. Bring this to class each day along with pen/pencil, and a notebook spiral or a ring binder filled with lined paper. Also bring a folder with pockets to keep past assignments organized. Your syllabus is considered part of your notebook.

B. COURSE DESCRIPTION: Welcome to this exciting, vital and revised course. We will...

1. Build on the research, note taking, writing and analysis skills that you have been developing.
2. Forge a better understanding of the present and past events.
3. Introduce the student to public oratory.
4. Introduce the student to performance assessment tasks.
5. Acquaint the student with the historical process.
6. Discussion of current events and the impact of these events in our daily lives.
7. Prepare student for State assessments.

### COURSE OUTLINE:

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, and developments, and turning points in the era of the emergence of the modern United States (1890 -1930).

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Great Depression through World War II in United States history (1930-1945).

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

**Benchmark 4:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in contemporary United States history (since 1990).

**Benchmark 5:** The student engages in historical thinking skills.

### NOTE TO STUDENT AND PARENTS

Each of these benchmarks has many indicators that the student will be responsible for during the school year the course outline will follow the textbook in regards to these benchmarks and their respective indicators. To view the

various indicators for the benchmarks visit KSDE website click on standards for High School.

## II. STUDENT WRITTEN RESPONSIBILITIES

The student(s) will be able to demonstrate an overall understanding of the five themes to the satisfaction of the instructor by meritorious attendance (90%), honest effort and the fulfillment of the following student responsibilities:

A. NOTEBOOK: The notebooks will be checked each nine weeks and are worth up to 50 points. The three following items need to be in the following order:

1. The front of your notebook will include the syllabus so that you will be able to find out about your assignments \_\_\_\_\_/10 \_\_\_\_\_/10  
\_\_\_\_\_/10 \_\_\_\_\_/10

2. The first section of your notebook will be for the Bell Ringer Activity. These would include; political cartoon interpretations, open-ended questions, opinions, court cases, and current events. These should be dated and will be discussed daily. \_\_\_\_\_/30  
\_\_\_\_\_/30 \_\_\_\_\_/30  
\_\_\_\_\_/30

3. The next section of your notebook will be the note section. You should write more than is on the board. The more explanation that you write the higher the grade for this section will be.  
\_\_\_\_\_/30 \_\_\_\_\_/30  
\_\_\_\_\_/30 \_\_\_\_\_/30

4. The final section of your notebook will be a separate ordered section of work turned in chronological order. It should include quizzes, tests, essays, projects, and film summaries. \_\_\_\_\_/30 \_\_\_\_\_/30. \_\_\_\_\_/30  
\_\_\_\_\_/30

B. WORKSHEETS/STUDYGUIDES/ESSAYS: The worksheets will be used for test preparation, as well as study guides. There will be very few study guides or worksheets. Essays will be used to explore analysis and comprehension of the material presented. Performance assessments will also be used to enrich the students understanding of the material.

- C. PERFORMANCE ASSESSMENTS: A performance assessment is a task that requires actual individual and group involvement. These have been described as the old story of the five blind men who have been asked to describe what an elephant is. All had different ideas of what an elephant really was. There will be a number of these assigned throughout the semester. They will be graded by a rubric.
- D. TESTS: In order to measure your short-term memory, quizzes will be given. The quizzes will be short multiple choice, true/false, or matching questions. Each quiz will be worth a corresponding number of points. Tests will be multiple choice or essay. Every test will be worth 100 points and will be given by chapter or chapters.
- F. CURRENT EVENTS: See additional sheet!

### III. STUDENT ORATORICAL RESPONSIBILITIES

A. STATE REPORTS: (100 POINTS) after we start school each student will choose a state. research the following items and submit a one page outline (worth 10 points)  
Then make a 4-6 minute report (worth 10 points) to the class on the following items (worth 8 points each for the 10 items for a total of 80 points) in the following required order! This can be presented as a power point (Preferred). We will talk about this!

1. Brief History-Give the name of the state and a brief history of the origin of this state. When did this state enter the union and what rank does the state have? What the origin of the state name, and the motto of the state with its meaning?
2. Geography-where is this state located in the U.S., size of the state, neighboring states, geographical center, the number of counties, major landforms: rivers, mountains, plains, plateaus, etc.? Has the physical landforms created adversity/favorable conditions for the state?
3. Population- how many people call this state home?, what is a member of that state called? Name the three largest cities of the state with their location, point to the cities on a map. Describe the make up of the population male/female, ethnic and racial makeup especially the Hispanic/Latino population, the percentage of the population 18 and over, 65 and over and the median age of the state. Comment on the previous section what does this **demographic** information mean to the future of that state?
4. Government- who are the current leaders of the state? What is the State's capital? What are their political parties, the name of

the state legislature, what political parties run the legislature, who are their senators and how many representatives does this state get in the U.S. House of Representatives? Give your opinion on the states power in the national picture. Can they figure into swaying the federal government to see things their way?

5. Economy- what are the ways that the average resident of the state make a living? What natural resources does the state have that it could exploit? Does the geographical location have an influence of the chief economic activities of the state? What about the future of the state is it prepared for the 21<sup>st</sup> century economy?
6. Education- does the state provide a good educational environment for its residents, universities, colleges? How accessible are these to the residents of the state? How good is their public educational system? ( base this on sites that tout the state, or the federal government's view of the State's educational system.
7. State Flag- provide the class with a recreation of the state flag, tell us of any special lore behind the flag, symbols and their meaning.
8. Famous people- find three famous people from the state and what their contribution history of the state, nation, or world was.
9. Current event- has this State been in the news lately?
10. Your opinion on the State, is this a place to live, work or play what might the future hold for this state?

#### IV. EXTRA CREDIT

1. A total of five extra credit assignments may be completed each nine weeks. The maximum amount of credit that will be allowed will be 100 points. They must be submitted no later than one class after a test is returned. **NO EXCEPTIONS!**
  - A. EDITORIALS: Most newspapers Time, Newsweek, Iola Register, have an editorial/opinion page as part of their publication. Your assignment is to cut out the editorial and attach it to a piece of paper, critique the writing. To critique the editorial, first summarize (in your own words) the article, label it as liberal, moderate or conservative and then give your opinion as to whether you support the author or not. You must give reasons for your support or lack of support.
  - B. POLITICAL CARTOONS: These are also found on the editorial pages of the aforementioned publications. You should follow the same process as the editorials. Another idea for those so inclined you may draw a political cartoon

with, the reasoning for the cartoon as a substitute for the critique. **ONLY CURRENT CARTOONS WILL BE ACCEPTED! 1-WEEK TIME LIMIT.**

- C. POLITICAL MUSIC: Music buffs, you may tape songs with political content, or print the lyrics with political content. Please identify the group and the songwriter. Follow the instructions for the editorial and critique the music.

V. POLICY AND PROCEDURE

- A. GRADING: You determine your grade by the effort and the work you put forth. The grade will be determined by your number of points divided by the total number of points possible. I do not use a curve since major tests are essays. I do not round up! Your percentage is your percentage period.

Semester grades are figured the following manner.

$$\begin{array}{r} \text{First Nine Weeks X 2} \quad 40\% \\ + \text{ Second Nine Weeks X 2} \quad 40\% \\ + \text{ Percentage of Semester Test} \quad 20\% \\ \hline \text{Total to be divided by five (5) = your semester grade.} \end{array}$$

- B. LATE OR MAKEUP ASSIGNMENTS: There will be no late work accepted unless the student is ill or on a school function on the due date. Do the work assigned and stay up with the class. This class is a requirement for **graduation**.