WINDSOR LOCKS HIGH SCHOOL

Social Studies Department

**U.S. History**

**Course Syllabus**

**Mr. Copes**

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**292-5843**

After school help: By Appointment

**Text**: *America: Pathways to the Present- Prentice Hall*

**Mission:** As a teacher of the Social Studies department, our primary mission is to prepare students to develop the ability to become informed and engaged citizens of a culturally diverse and globally interdependent 21st century world. Our focus is to ensure that social studies is meaningful, real, and authentic for all students. Inquiry is at the core of this curriculum as students are challenged to ask questions, investigate, analyze, and critique before they draw conclusions about history and the world around us.

**Vision:** It is our vision that every student leaves WLHS with an ability to apply civic and historical thinking to become life- long learners and active participants in their community. Graduates of WLHS will have the ability to appreciate other cultures, beliefs, and perspectives through appropriate and meaningful interactions.

**Course Descriptions:** This course advances the American Studies continuum by developing major themes and concepts, beginning with a study of the sectional conflicts leading up to the Civil War. Other areas to be examined include World War I, World War II, Populism and Progressivism, Communism and the Cold War, Kennedy and Vietnam, and contemporary America. At the Honors level, emphasis will be placed on the student’s ability to read and understand independently.

**Course Objectives:** Students will be able to

* Demonstrate an understanding of the major events, trends, people, and places in United States history from antebellum America through the Vietnam War.
* Analyze historical sources from multiple perspectives and generate questions and logical hypotheses.
* Demonstrate how culture, technology, science and economics have influenced American development, often serving as turning points in American history.
* Describe relationships between events, trends, people, and places in United States history.
* Analyze and evaluate the significance of U.S. politics, U.S. foreign policy, and major U.S. international involvement.
* Read critically, extract important information, and demonstrate expository writing skills.
* Evaluate actions by past historical figures.
* Collaborate effectively to produce products and solve problems

**Course content and structure:**

**Unit one**: The Causes of the Civil War, 1-2 weeks, September

**Unit Two**: The Civil War, 3 weeks, September-October

**Unit Three**: Reconstruction and Jim Crow, 3 weeks, October-November

**Unit Four**: Big Business, 2 weeks, November

**Unit Five**: Westward Expansion, 2-3 weeks, December

**Unit Six**: America as a World Power, 2 weeks, December

**Unit Seven:** Progressive Era, 1 week, January-February

**Unit Eight:** World War I, 2 weeks, March

**Unit Nine:** The Great Depression, 2 weeks, March

**Unit Ten:** World War II, 3 weeks, March-April

**Unit Eleven:** Holocaust, 1-2 weeks, April-May

**Unit Twelve:** Cold War Era, 2 weeks, May

**Unit Thirteen:** Civil Rights, 2 weeks, June

**Preparation for class and general guidelines**: “Failing to prepare is like preparing to fail,” Ben Franklin. Be prepared for class everyday! Students will respect and tolerateall people and viewpoints in the classroom. We will work together in creating a learning experience that you will remember for the ages (I hope ☺). Your absolute best effort and attitude is expected everyday!

**Policy for late/makeup work**: All assignments are to be handed in on time. It is the student’s responsibility to find out missed assignments, and make arrangements to make up work in a timely fashion (2 days for each day absent).

**Student Average:**

* Summative Class work 30%

Classwork are products from classroom lessons, through scaffolded instruction. Classwork is intended to challenge students, as new concepts and ideas are introduced or practiced. Students are expected to complete classwork, as they build on the knowledge and skills that will be applied in Project and Summative work.

* Summative Assessments 35%

Summative work is the product of a full unit, or units, or study. These products are student driven and are an independent demonstration of your skills and learning over time. Students will demonstrate that they meet or exceed the intended learning.

EX: Document Based Essay Questions(DBQ), tests, quizzes, research paper, simulations, debates, partisan journal articles, diaries/letters/journals, news shows, music analysis, political cartoons, senate hearings, rate the president, find the source, host of the year party, newspaper writing, and teacher’s guide.

* Projects 35%

Projects are products of work that allow students to learn concepts and knowledge over time, and applied in collaboration with teacher. Students will demonstrate that they meet or exceed the intended learning, as they build towards a summative product.

**Habits of Work:** Exceeding Standards (ES), Meeting Standards (MS), Progressing toward Standards (PS), Limited Progress (LP)

1. **Completes Homework**: Homework is an extension of learning beyond the classroom. It is expected that you will complete your homework when given to demonstrate understanding of your learning and provide you the time to apply your education. In addition, homework in this class is time for you to develop the resources necessary to continue learning in the classroom. The purpose of homework is to help you learn and grow, without it you are not achieving to your full potential.
2. **Participates in class discussions**: Class participation is essential to the learning process. It allows students to work through and practice concepts that are being taught. It is expected that you will participate constructively during class time by completing tasks, working collaboratively, and asking and answering questions.
3. **Conducts self in appropriate manner**: Maintaining the proper environment for learning is very important. Students will be expected to come to class and to come to class on time with all of the appropriate materials that are needed for the day. Students are expected to show respect towards their fellow student and adhere to the rules and regulations of the school as outlined in the student handbook.
   * + 1. Being on time and prepared for class
       2. Respecting and listening to others
       3. Responsible use of technology
       4. Using Appropriate Language
4. **Maximizes time on task:** When given assignments in class, students are expected to devote their attention to the task at hand. Surrendering to the various distractions such as cell phone use, idle chit chat, lack of motivation, etc. stunts the learning process. The more students can stay on task during the class period, the more learning and growth will occur.

**Behaviors of the Exemplary Student:**

1. Interacting with or using technology to enhance your learning related to a given lesson
2. Conducting yourself according to agreed-upon and previously-taught expectations
3. Engaging in effective and efficient routines and transitions
4. Activating your prior knowledge of the content and skills relating to the learning target
5. Demonstrating that you own the learning target
6. Understanding and articulating the purpose or goal of what you are doing
7. Conducting appropriately scaffolded, self-directed activities to fulfill the learning targets
8. Producing evidence of utilizing some kind of strategy that you have been taught previously
9. Using language and vocabulary of the content, process and strategies that you are learning
10. Self-assessing to determine your progress towards meeting the learning target
11. Utilizing problem solving strategies as you apply your learning to new situations and contexts
12. Challenge and hold each other accountable to achieving the learning target
13. Visibly represent your understanding of learning targets, enduring understandings and essential questions

**Interventions:** Your Habits of Work grades will determine what kind of interventions (***extra time, support, instruction, additional assessments***) you will receive to help you reach mastery of the standards within a given unit. WLHS is moving toward a competency based grading system.

* + **MP or EP in all 4 Habits of Work:** Have your parent or guardian sign the test and return it to me. Schedule a re-take of the test (outside of our class meeting time) within 5 school days of receiving the grade. You may review with me outside of class first.
  + **PS or LP in any Habit of Work:** You will need to meet some of the following expectations before you are eligible for the re-take opportunity described above. They include but are not limited to:
    - * Revise, correct and resubmit all Summative Classwork assignments scored under 70%
      * Meet for extra help with one of the Social Studies intervention teachers during the school day
      * Initiating an e-mail or phone conversation between me and your parent or guardian
      * Completing assignment at Saturday Academy

**Documentation of learning**: Keep ALL WORK in unit organized binder. These binders and your previous work are often referred back to throughout the year and it is a documentation of your learning and Habits of Work throughout the course.

I have read and understand the course expectations and grading policy as stated above. Place this signed sheet in the front of your notebook.

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