American History Syllabus

2019/2020

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| Mrs. Susan Lissi | susan.lissi@southern.k12.oh.us | Room F130 |
| <https://classroom.google.com/c/Mzc1ODEyNjQxNzRa> | Class code  2g839r | 3rd Period |
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## Description

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions

## Expectations and Goals

The student will be able to:

* Analyze and evaluate the credibility of primary and secondary sources
* Develop a thesis and use evidence to support or refute a position
* Identify examples of multiple long and short term causal relationships with respect to historical events
* Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation
* Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government
* Explain the precedents for governing the United States that were established by the Northwest Ordinance
* Explain how the U.S. Constitution establishes a limited government that protects the rights of the people
* Compare the arguments of the Federalists and Anti-Federalists
* Explain how the Federalists and the Anti-Federalist debates led to the adoption of the Bill of Rights
* Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy
* Explain the economic effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies
* Analyze how immigration, internal migration, and urbanization transformed American life
* Explain how continued American westward movement impacted American Indians
* Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States
* Describe institutionalized raciest practices in post-Reconstruction America
* Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption
* Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900’s
* Explain why and how the United States moved to a policy of isolationism following World War I
* Describe how racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after WWI
* Describe how an improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes
* Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage, and Prohibition
* Describe how the federal government’s monetary policies, stock market speculation and increasing consumer debt led to the Great Depression
* Explain how the efforts to combat the Great Depression led to an expanded role for the federal government
* Explain how American transitioned from an isolationist foreign policy to involvement in WWII
* Explain changes in American society experienced with the mobilization of its economic and military resources during WWII
* Explain how atomic weapons have changed the nature of war, altered the balance of power, and started the nuclear age
* Analyze the policy of containment the United States followed during the Cold War in response to the spread of Communism
* Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society
* Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of WWII and 1991
* Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War
* Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-WWII period
* Describe how American life in the postwar period was impacted by the post-WWII economic boom and by advances in science and technology
* Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act
* Explain why the government’s role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994
* Analyze how the American economy has been impacted by improved global communications, international business organizations, overseas competition, and the shift from manufacturing to service industries
* Explain the social, political, economic, and national security challenges the United States’ domestic policy faced in the post-Cold War period and following the attacks on September 11, 2001
* Explain the social, political, economic, and national security challenges the United States’ foreign policy faced in the post-Cold War period and following the attacks on September 11, 2001

## Required Materials

Writing utensil, folder, notebook

## Be prepared for class every day!

## Grading policy

 I use a system of total points: points are given for the completion of- homework, current events, bell ringers, vocabulary, quizzes, maps, projects, and tests. Your total number of points is added and then divided into the total possible number of points. We follow Southern Local’s grading scale: 93-100 A,

92 - 85 B, 84-70 C, 69-65 D, and anything below 65 is failing.

**Make-up Work**: It is the responsibility of the student to obtain any assignments that are missed because of an absence. The student has one day to make up work for each day absent.

## Behavior Expectations:

Each student is expected to simply do what is right. As young adults, distinguishing between right and wrong significantly impacts the growth and success of a student. Whether at home, school, or in the community, try to do what is right.

Live the Golden Rule: Treat others the way you want to be treated.

Be active rather than passive. Remember, this is your education. Therefore, you must take ownership of it. Complete assignments, prepare for class and assessments, and participate in the process. Remember EFFORT=ACHIEVEMENT

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I have read and understand Mrs. Lissi’s course syllabus and agree to follow the policies and expectations as outlined.  
Student Name: Date:

Parent Name: Date:

Email Address: Phone Number: