

US HISTORY SYLLABUS

Mrs. Lange
 alange@northfork.k12.oh.us
 Room 210

What We Will Learn

Students will cover the vast changes that affected the United States from Industrialization (1870's) to the present day. They will understand how events in the United States had a wider effect around the globe through war, imperialism, commerce, and diplomacy. This is a required course for 9th grade students.

Grading Policy

Assignment	Point Value
Tests	35 - 100
Quizzes	10 - 35
Projects	25-50
Homework/In-Class work/ Miscellaneous Assignments	5 - 30
End-of-the-Year Project	100-125
Respect Points	25

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Late & Make-Up Work

- Late work **MAY** be accepted at the discretion of Mrs. Lange. Any work accepted is subject to a 50% reduction in credit. Work is late if it is not turned in on the due date (absence policy applies) Late work must be turned in before the test for that unit, or it will be a permanent ZERO.

Test Re-Take Students will not be allowed to re-take a test or quiz. However:

- Test corrections may be available at the discretion of Mrs. Lange
- Test corrections will provide **half credit** for all answers corrected.

REQUIRED MATERIALS

3- Prong Binder

AND notebook or filler paper

5 Section Dividers

iPADS – must be brought to class and CHARGED every day.

Pencils

Section Dividers

- Class Notes
- Vocabulary
- Test/Quizzes
- Worksheets
- Misc.



Class Rules

1. **Respect every one and every thing in the classroom.**
Be on time, be prepared, raise your hand to speak, respect personal & school property, speak nicely to one another, etc.
2. **Always behave as ladies and gentlemen.**
Do not throw things, use proper grammar, be polite, follow the school dress code, etc.
3. **NO Blankets**

Consequences

1. Verbal Warning –*loss of classroom privileges, loss of Respect Points various cleaning tasks around the classroom, relocation of assigned seat*
2. Lunch Detention – *in ISS room or with Mrs. Lange*
3. Wednesday Detention and/or parent contact
4. Office referral and parent contact

Class Procedures

1. *Make sure your name, the date, and the class period are on all assignments.*
2. Start the Question of the Day (if applicable) at the beginning bell.
3. Focus during class discussion, take notes, and work on assignments when time is given.
4. Mrs. Lange dismisses class, not the bell. ***DO NOT start packing up your things or moving around before the bell, without permission. DO NOT LINE UP AT THE DOOR.***
5. Use restroom between classes, whenever possible. **You will receive 3 restroom/hall passes** to be used throughout the quarter.
6. District cell phone policy applies. *Cell phones will be confiscated if being used during instructional time.* After the 3rd infraction, cell phones must be placed in holder as soon as entering classroom every day. No ear buds, headphones, use of smart watches/technology.

Attendance

Tardiness: Students are expected to arrive on time and prepared for class. A student who has been tardy to class for a third time in a grading period will receive a lunch detention and will be reported to the office. The fourth tardy receives a Wednesday detention. A fifth tardy in a grading period receives a referral to the office for a Saturday School, In-School Suspension, or Suspension. *If you are more than 5 minutes late for class, with no pass – that is considered “skipping” and you will be referred to the office for a Wednesday detention.*

Absences: Make up work due to an excused absence must be made up promptly. Students will be given the same amount of days they are absent to complete make-up work. **It is the responsibility of the student to arrange for and to complete the necessary work.** Work missed through truancy or unexcused absence will be accepted for a maximum 50% credit.

Cheating

- A. Cheating includes: plagiarism, copying someone else's work or allowing someone to copy your work. ***Cheating includes sending photos of your work to someone else via cell phone, iPad or other technology***
1. First offense receives a zero on the assignment, quiz or test and a Wednesday or Saturday Detention.
 2. Second offense receives a zero, out-of-school suspension and failure of course for the 9 weeks grading period.

Denial of Credit Policy

Any student who accumulates more than four (4) absences per class, per nine weeks of non-professional absence - excused or unexcused will receive a zero (0) for that class period, for that day and every day in excess of the four (4) days. Each new nine weeks starts a new count.

Textbook:

Appleby, Joyce. ***The American Vision: Modern Times***. Glencoe, 2010.

Course Outline

	Time	Section 1	Section 2	Section 3	Section 4
Historic Documents		<i>Declaration of Independence</i>	<i>Northwest Ordinance</i>	<i>Articles of Confederation</i>	<i>Bill of Rights/Constitution</i>
		ESSENTIAL QUESTION			
		<i>How does the Declaration of Independence reflect the application of Enlightenment ideas? Discuss unalienable rights & the consent of the people.</i>	<i>How did the Northwest Ordinance address a need for government in the Northwest Territory and establish a precedent for the future governing of the United States?</i>	<i>How did problems of the AoC lead to the drafting of the Constitution? How did the Federalists & Anti-Federalist Papers structure the debate over ratification of the constitution?</i>	<i>Explain how the Bill of Rights is derived from English law, ideas of the Enlightenment, experiences of colonists, and early expressions of self-government.</i>

Chapter 5: Industrialization	<i>Time</i>	Section 1	Section 2	Section 3	Section 4	Chap 4, Section 3
		<i>Rise of Industry</i>	<i>The Railroads</i>	<i>Big Business</i>	<i>Unions</i>	<i>Native Americans</i>
		ESSENTIAL QUESTION				
		<i>What economic policies allowed industries to expand after the Civil War?</i>	<i>How did the railroads encourage the settlement of the Plains and the West?</i>	<i>Why did captains of industry such as Andrew Carnegie expand their businesses through new ways of organization?</i>	<i>Why did workers form unions?</i>	<i>Why did conflicts arise between Native Americans and the settlers?</i>

Chapter 6: Urban America	<i>Time</i>	Section 1	Section 2	Section 3	Section 4	Section 5
		<i>Immigration</i>	<i>Urbanization</i>	<i>The Gilded Age</i>	<i>Populism</i>	<i>Rise of Segregation</i>
		ESSENTIAL QUESTION				
		<i>Why did Europeans come to America in the late 1900's?</i>	<i>What are some of the characteristics of cities?</i>	<i>What were the characteristics of the Gilded Age?</i>	<i>What is Populism, & how did it affect the United States?</i>	<i>What is Racial segregation? Why is it inherently wrong?</i>

Chapter 7: Becoming a World Power	<i>Time</i>	Section 1	Section 2	Section 3
		<i>The Imperialist Vision</i>	<i>Spanish-American War</i>	<i>New American Diplomacy</i>
		ESSENTIAL QUESTION		
		<i>Why did the United States seek to become an imperial power?</i>	<i>Was sympathy for the Cuban people or economic expansion the major reason why the United States declared war on Spain?</i>	<i>Why did the United States use diplomacy to achieve its economic objectives in Asia?</i>

Chapter 8: The	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>
		<i>Roots of Progressivism</i>	<i>Roosevelt & Taft</i>	<i>The Wilson Years</i>
		ESSENTIAL QUESTION		
		<i>Why did many citizens call for reforms?</i>	<i>What were the policies and achievements of the Roosevelt & Taft presidencies?</i>	<i>What reforms did President Wilson undertake?</i>

Chapter 9: WWI & the Aftermath	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>	<i>Section 4</i>
		<i>U.S. enters WWI</i>	<i>The Home Front</i>	<i>Bloody Conflict</i>	<i>The Wars Impact</i>
		ESSENTIAL QUESTION			
		<i>What is neutrality? When would you remain neutral in a conflict with friends, and what would cause you to intervene?</i>	<i>If the United States were currently preparing for war, what needs would be different from its needs in preparing for WWI? What needs would be the same?</i>	<i>What are some synonyms for reparations? In what situations are people required to make reparations?</i>	<i>How does a strike affect consumers?</i>

Chapter 10: The Jazz Age	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>	<i>Section 4</i>	<i>Section 5</i>
		<i>The Politics of the 20's</i>	<i>A Growing Economy</i>	<i>A Clash of Values</i>	<i>Cultural Innovations</i>	<i>African American Culture</i>
		<i>Why did the American people want life to return to the way it was before WWI?</i>	<i>How did new industries contribute to economic growth?</i>	<i>Why did the modern culture of the 1920's cause some people to think that traditional society and morality were under attack?</i>	<i>How did popular culture, the arts, and literature change in the 1920's?</i>	<i>How did African Americans affect American society in the 1920's?</i>

Chapter 11: The Great	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<i>Causes of the Depression</i>	<i>Life during Depression</i>	<i>Hoover's Response</i>
		ESSENTIAL QUESTION		
		<i>What factors led to the Great Depression?</i>	<i>How did people cope with life's struggles during the Great Depression?</i>	<i>How did Hoover's policies attempt to lessen the Great Depression?</i>

Chapter 12: Roosevelt & the	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<i>The First New Deal</i>	<i>The Second New Deal</i>	<i>The New Deal Coalition</i>
		ESSENTIAL QUESTION		
		<i>In what areas did the New Deal attempt to make major economic improvements?</i>	<i>How did the Second New Deal assist unions, the elderly, and the unemployed?</i>	<i>What was the legacy of the New Deal?</i>

Chapter 13: A World in	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 4</u>
		<i>America & the World</i>	<i>WWII Begins</i>	<i>America Enters the War</i>
		ESSENTIAL QUESTION		
		<i>How did events after WWI lead to dictatorships and American neutrality?</i>	<i>What steps led to war in Europe in the late 1930's?</i>	<i>How did the United States become involved in WWII?</i>

Chapter 14	<u>Time</u>	<u>Section 1</u>	<u>Section 3</u>	<u>Section 4</u>	<u>Section 5</u>
		<i>Mobilizing for War</i>	<i>Life on the Home Front</i>	<i>Pushing back the Axis</i>	<i>The War Ends</i>
		ESSENTIAL QUESTION			

Chapter 14		<i>How could the United States increase productivity in a short period of time?</i>	<i>How do you think women and African Americans responded to the war?</i>	<i>Why were Americans still willing to fight a war with so many American casualties?</i>	<i>Why do you think America used atomic weapons against Japan?</i>
Chapter 15: The Cold War	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>	<u>Section 4</u>
		<i>Origins of the Cold War</i>	<i>The Early Cold War Years</i>	<i>The Cold War and American Society</i>	<i>Eisenhower's Cold War Policies</i>
		ESSENTIAL QUESTION			
		<i>How did the Cold War emerge after WWII?</i>	<i>How did President Truman attempt to deter Communism?</i>	<i>How did the Cold War change the nation at home?</i>	<i>How did Eisenhower's policies address Cold War issues?</i>

Chapter 16: Postwar America	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<i>Truman & Eisenhower</i>	<i>The Affluent Society</i>	<i>The Other Side of American Life</i>
		ESSENTIAL QUESTION		
		<i>How did Truman and Eisenhower guide the nation after WWII?</i>	<i>What were the characteristics of affluent Americans in the 1950's?</i>	<i>What groups of Americans did not enjoy the affluence of the 1950's?</i>

Chapter 17: The New Frontier & The Great	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>
		<i>The New Frontier</i>	<i>JFK & the Cold War</i>	<i>The Great Society</i>
		ESSENTIAL QUESTION		
		<i>What social issues did the Kennedy administration address?</i>	<i>What efforts to achieve peace did the Kennedy administration follow?</i>	<i>What groups of people did Lyndon Johnson's Great Society assist?</i>

Chapter 18: Civil Rights Movement	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>
		<i>The Movement Begins</i>	<i>Challenging Segregation</i>	<i>New Civil Rights Issues</i>
		ESSENTIAL QUESTION		
		<i>How might people work to bring about social change in a democracy?</i>	<i>What effect do you think young people can have on the political system?</i>	<i>How do you think people might respond when their hopes for change are not realized?</i>

Chapter 19: The Vietnam War	<i>Time</i>	<i>Section 1</i>	<i>Section 2</i>	<i>Section 3</i>
		<i>Going to War in Vietnam</i>	<i>Vietnam Divides the Nation</i>	<i>The War Winds Down</i>
		ESSENTIAL QUESTION		
		<i>What created the conflict in Vietnam and how did America become involved?</i>	<i>How did Americans protest against the war in Vietnam?</i>	<i>How did the war end and how did it affect Americans?</i>

*Mrs. Lange reserves the right to make any alterations to this syllabus as deemed necessary.

I have read and understood ALL of the above policies in Mrs. Lange's U.S. History class and syllabus.

Student Name

Parent/Guardian Name

Signature

Signature

Contact Preference:

If I should need to contact you regarding your child's performance in class, please provide your preferred method of contact below:

☐ Phone: _____

☐ Email: _____

If you have any additional information you would like me to know about your student, feel free to include below:

Please contact me with any questions or concerns via email at alange@northfork.k12.oh.us or phone (740)892-2855. I am looking forward to a great year!

Thank you!

Ashley Lange
History Department



