

# Utica High School

**Mr. Sandman**

Sophomore U.S. History, Room 217

msandman@uhs.laca.org



## Course Description

*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.*

### A. Grading Policy

<u>Assignment</u>	<u>Point Value</u>
Tests	50 - 100
Quizzes	10 - 25
Notebook (essential questions)	30
Homework/In-Class work/ Miscellaneous Assignments	5 - 50
Projects	50-100

#### 1. Late Policy

Late work will be accepted for one point off every day late. Late work will not be accepted after taking the unit test and missing assignments will be entered as zeros.

#### 2. Test Re-take

Students will be allowed to re-take a test or quiz. However:

- Test corrections will be mandatory for those scoring below a 70%
- Test corrections will be offered for those scoring above 70%

### Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

### B. Textbook

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

The textbook is available online at [glencoe.com/ose](http://glencoe.com/ose)

Access Code/Class Code: **D33EB00935**

\*Note: this will **NOT** work on any Apple/Mac device such as your iPad

### C. 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.

### D. Consequences

1. Verbal Warning
2. Detention or push-ups
3. Wednesday Detention and/or parent contact
4. Office referral and parent contact

### E. 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. Keep your notebook organized and up to date.
5. Mr. Sandman dismisses class, not the bell.
6. Use restroom between classes.
7. Cell phones/personal electronic devices not to be used, seen, or heard in class without Mr. Sandman's approval...(it will be confiscated or you will do push-ups, your call).

### F. Ipads

1. Ipads must be brought to class and **CHARGED EVERY DAY**. If you give me the "my iPad is dead" excuse, you will receive a lunch detention for being unprepared. NO EXCEPTIONS.
2. If you do not have your Ipad and have to go to your locker, it is a tardy.

### G. Supplies

1. Writing utensil
2. 3-prong binder filled with paper OR a folder & 2 subject notebook

## H. 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.

**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.

## I. Cheating

- A. Cheating includes: plagiarism, copying someone else's work or allowing someone to copy your work.
  - 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.

## J. Denial of Credit Policy

- \* **Full-year course**: Any student who accumulates more than sixteen (16) absences per class of non-professional absences in a year-long course, excused or unexcused will receive a zero (0) for that class period, for that day and every day in excess of the sixteen (16) days.

# Course Outline

Chapter 5: Industrialization	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>	<u>Section 4</u>
		<i>Rise of Industry</i>	<i>The Railroads</i>	<i>Big Business</i>	<i>Unions</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>

Chapter 6: Urban America	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>	<u>Section 4</u>	<u>Section 5</u>
		<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, &amp; 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	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<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 Progressive Movement	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<i>Roots of Progressivism</i>	<i>Roosevelt &amp; Taft</i>	<i>The Wilson Years</i>
		<b>ESSENTIAL QUESTION</b>		
		<i>Why did many citizens call for reforms?</i>	<i>What were the policies and achievements of the Roosevelt &amp; Taft presidencies?</i>	<i>What reforms did President Wilson undertake?</i>

Chapter 9: WWI & the Aftermath	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>	<u>Section 4</u>
		<i>U.S. enters WWI</i>	<i>The Home Front</i>	<i>Bloody Conflict</i>	<i>The Wars Impact</i>
		<b>ESSENTIAL QUESTION</b>			
		<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	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>	<u>Section 4</u>	<u>Section 5</u>
		<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 Depression Begins	<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 New Deal	<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 Flames	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 4</u>
		<i>America &amp; 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 America & WWII	<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			
		<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 Begins	<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 &amp; 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 Society	<u>Time</u>	<u>Section 1</u>	<u>Section 2</u>	<u>Section 3</u>
		<i>The New Frontier</i>	<i>JFK &amp; 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	<b><u>Time</u></b>	<b><u>Section 1</u></b>	<b><u>Section 2</u></b>	<b><u>Section 3</u></b>
		<i>The Movement Begins</i>	<i>Challenging Segregation</i>	<i>New Civil Rights Issues</i>
		<b>ESSENTIAL QUESTION</b>		
		<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	<b><u>Time</u></b>	<b><u>Section 1</u></b>	<b><u>Section 2</u></b>	<b><u>Section 3</u></b>
		<i>Going to War in Vietnam</i>	<i>Vietnam Divides the Nation</i>	<i>The War Winds Down</i>
		<b>ESSENTIAL QUESTION</b>		
		<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>

---

I have read and understood ALL of the above policies in Mr. Sandman's U.S. History class and syllabus. Please sign and return.

---

Student Name

---

Parent/Guardian Name

---

Signature

---

Signature