



**United States History Syllabus
CHS Social Studies Department**

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

United States History - 207

State Course #: 150810

Prerequisite: None

Required Course

Grade: 9

Graded Conventionally

Credit: 1

Course 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. This course also utilizes the Founding Documents as a background to historic application/exploration.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered

to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

Full Course Pre-Test

→ Unit 1: Think and Read Like an Historian and The Founding Documents

Big Idea #1: I can think, strategize, and test like a high school student:

- Essential Question #1: What are some testing strategies and study skills that I should use?
- Essential Question #2: How do I organize a study, plan for success? {SMART Goal Setting}
- Essential Question #3: How do historians read, write, and think?

Big Idea #2: I can Think and Read like an Historian

- Essential Question #1: How do historians determine if the source is credible?
- Essential Question #2: How is a thesis constructed, supported, and refuted?
- Essential Question #3: What are the historical thinking skills (HTS) that historian must develop and use?

Big Idea #3: I can identify and analyze the U.S. freedom documents.

- Essential Question #1: How did the Enlightenment influence the formation of the US and what documents were created to establish the US Government?
- Essential Question #2: What is the Declaration of Independence and why is it important?
- Essential Question #3: What were the Articles of Confederation, why were they important, and why did the document fail?
- Essential Question #4: What is the Northwest Ordinance and why is it important?

Big Idea #4: I can identify and describe the documents that establish the US Government's responsibilities.

- Essential Question #1: What were the disagreements between the Federalists and Anti-Federalist, how did they express them, and what was the resolution?
- Essential Question #2: What is the U.S. Constitution and why is it important?
- Essential Question #3: What is the Bill of Rights and why is it included in the U.S. Constitution?

→ Unit 2: Industrialization and Progressivism

Big Idea #1: I can understand the effects of Industrialization, Immigration, and Urbanization

- Essential Question #1: How did the second Industrial Revolution transform the USA's Economy?
- Essential Question #2: How did the rise of industrialization lead to the

- creation of labor unions?
- Essential Question #3: Why did people migrate: what are Push/Pull Factors?
- Essential Question #4: How did internal migration and urbanization transform American life?
- Big Idea #2: I can interpret causes and effects of the Progressive Era.**
 - Essential Question #1: Why did many middle class citizens call for reforms to fix issues associated with industrial capitalism, urbanization, and political corruption for the working poor?
 - Essential Question #2: What were the policies and achievements of the Progressives?
 - Essential Question #3: What were the limits of progressivism? (Jim Crow Laws, Great Migration)
 TLH: Jacob Riis (photos); Upton Sinclair, excerpt *The Jungle*; and *Progressive Era Amendments 16-19*.

→ Unit 3: America Emerges as a World Power

- Big Idea #1: I can give an example of how the United States emerged as a World Power.**
 - Essential Question #1: What are the causes and effects of westward migration?
 - Essential Question #2: Why and how did the United States become an imperialist power?
 - Essential Question #3: How did the Spanish American War increase America's role in the World?
 - Essential Question #4: What was the purpose of the Roosevelt Corollary?
 COT: from Monroe Doctrine though Annexation of Hawaii
- Big Idea #2: I can interpret how WWI helped the USA become an ally and World Power.**
 - Essential Question #1: What caused World War I
 - Essential Question #2: Why did the USA get involved in WW1 and how did that serve as a Turning Point in the role of the USA in the World?
 - Essential Question #3: How did America's involvement in World War I lead to the US policy of isolationism?
 TLH: Treaty of Versailles and League of Nations, "White Man's Burden," Manifest Destiny

→ Unit 4: Prosperity, Depression, and the New Deal (The 1920's and 1930's)

- Big Idea #1: I can identify the Political, Economic, and Social changes in the 1920s.**
 - Essential Question #1: How did racial intolerance, anti-immigrant attitudes, and the Red Scare contribute to social unrest after World War I?
 - Essential Question #2: How did the standard of living improve and what were the domestic effects?
 - Essential Question #3: What were the effects of the Harlem Renaissance,

African-American Migration, Women's Suffrage, and Prohibition.

Big Idea #2: I can summarize the causes and effects of the Great Depression

- Essential Question #1: What were the causes of the Great Depression?
- Essential Question #2: What were the Political, Economic, and Social effects of the Great Depression?
- Essential Question #3: What did Roosevelt's New Deal[s] create and what were the long-term effects of his policies?
TLH: New Deal components [legislation/executive order]: Unconstitutional and Long-term & long-lasting, Political Cartoon analysis

→ **Unit 5: WWII**

Big Idea #1 I can describe the causes and effects of American involvement in WWII

- Essential Question #1: What attempts were taken by the United States to continue isolationist policies?
- Essential Question #2: What was the cause of US involvement in WWII and what were the domestic policy changes?
- Essential Question #3: What changes did Americans experience with the mobilization of its economy and military resources during WWII?
- Essential Question #4: What groups experienced civil liberties violations during WW2?

TLH: "Executive Order 9066," *Korematsu vs. US Government*, [African Americans Fighting for Equality](#), *Windtalkers*

Big Idea #2: I can explain the decision by the US Government to develop and use new technologies.

- EQ #1: What advances in technology did the US create to fight WWII?
- EQ #2: Why did the US decide to use atomic weapons against Japan?

→ **Unit 6: The Cold War**

Big Idea #1: I can summarize the Cold War Issues and Reactions in the USA

- Essential Question #1: How have atomic weapons changed the nature of war and balance of power?

TLH: Letter from Einstein to President Roosevelt

- Essential Question #2: What did the US do to help rebuild the world's economy following WWII?
- Essential Question #3: What are the Cold War Conflicts?

Big Idea #2: I can summarize the changes in Post War USA

- Essential Question #1: How did American life, 1950s to 1970s, change due to the economic boom, advances in science, technology, and education?
- Essential Question #2: How did the US react domestic threats of communism?
- Essential Question #3: How did the end of the Cold War change US foreign

policy?

TLH: HUAC, McCarthy Trial, Government Propaganda Campaign, A Civil Rights Mini-Lesson will be completed in February prior to Black History Month Assembly

→ Unit 7: Post WWII Social Changes

Big Idea #1: I can compare the Civil Rights Movements

- Essential Question #1: What were the causes and effects of the Civil Rights Movements?
- Essential Question #2: What methods were used to create change in the Civil Rights Movement?
- Essential Question #3: How have the ideals of the Civil Rights Movements influenced other groups to seek equality in American Society?

TLH: “Letter from Birmingham Jail” [see through their eyes], “I have a dream”(speech), *Viva La Causa Reconstruction Amendments 13-15.*

→ Unit 7B: Political and Economic Changes during the mid to late 20th Centuries

Big Idea #1: I can identify the post war demographic shifts. (1945-1990)

- Essential Question #1: What were the causes and effects of suburbanization?
- Essential Question #2: Why did people move from the Rust Belt to the Sun Belt?
- Essential Question #3: How did the 1965 Immigration Act change immigration?

Big Idea #2: I can identify political debates of the late 20th Century

- Essential Question #1: What are the causes and effects of the social welfare system?
- Essential Question #2: What are the causes and effects of the focus on environmental protection beginning in the early 1970s.
- Essential Question #3: What is the role of government in the economy in the late 20th Century?

→ Unit 8: America Into the 21st Century

Big Idea #1: I can Understand Political debates and role of government in the 21st Century. {economy, environmental protection, and national security}

- Essential Question #1: How did the government’s role change in regard to the economy, environmental protection, and national security?
- Essential Question #2: How has the awareness of Environmental impacts changed 21st Century Governmental policies?

TLH: NAFTA, Kyoto Accords, World Trade Organization/World Bank

Big Idea #2: I can Recognize National Security Issues in the 21st century.

- ❑ Essential Question #1: Explain the challenges of the 21st Century with special emphasis on communications, international trade, transnational business organizations, overseas competition, and shift from manufacturing to service industries. (Globalization)
- ❑ Essential Question #2: How has the United States faced new foreign challenges [i.e. political, economic, and post-cold war security challenges following the attacks on September 11, 2001] since the turn of the millennium?
- ❑ Essential Question #3: How has the United States faced new domestic challenges [i.e. political, economic, and post-cold war security challenges following the attacks on September 11, 2001] since the turn of the millennium?
TLH: Patriot Act, Department of Homeland Security

→ **Unit 9:** Comprehensive Review and Testing Strategies **It's TIME to review**

→ **Unit 10:** Post Test Project Based Instruction

❑ **Big Idea #1: I can evaluate an important era in US History.**

- ❑ Essential Question #1: What are the important facts of the periodization that you researched?
- ❑ Essential Question #2: What are the Political, Economic, and Social events of the periodization that you researched?
- ❑ Essential Question #3: How can you present this information in a way that convinces others that it is THE MOST IMPORTANT ERA in US History?

Student choices include: Decades Project, History through Hollywood, History through Literature, History through Songs or student suggestion

Course Materials:

- Google Chromebook
- Paper, Pencils, 2 Pocket Folder, and a box of Kleenex

Textbook:

- Appleby, Joyce, phd. [The American Vision: Modern Times](#). Glencoe, USA: 2010.
- **Google Classroom** – this is an application on your Chromebook: teachers use this to post classroom Slideshows, assignments, bellringers, and course updates. The Course Code will be given out upon enrollment in the course.

Electronic Resources:

- KaHoot!!
- Quizlet
- <http://www.digitalhistory.uh.edu>
- www.ushistory.org

Course Expectations:

- **Google Chromebook** you will be issued one at the beginning of the school

- year: you are to utilize this for educational purposes: complete your assignments and recharge it daily.
- Technology: a variety of technology apps/resources will be utilized: be sure to store your login/password information in a variety of locations for easy access. [your student agenda is a good place for these]
 - Successful completion of American History requires approximately one-two hours of individual study time per week.
 - Homework may be assigned on holidays, long-weekends, and breaks.
 - Students will login to **Progressbook** often to ensure that all assignments are completed on time and have been submitted, graded, and recorded accurately.
 - Students will complete all assignments on time and participate in classroom activities and discussions as outlined on the course syllabus and as assigned by the course instructor. The course instructor may adjust pacing and content as necessary for students within their course. Students will adhere to the classroom teacher's rules. My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the course objectives; assessment of the course objectives; evaluation of daily work; and providing a positive learning environment.
 - **It is expected that you will follow CHS Building Rules at all times...many of those are included in the following set of behavior guidelines.**

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%
<ul style="list-style-type: none"> ● Each nine week's grade comprises 20% of a student's final grade. ● The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade. 	

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).

- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

CHS United States History Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
