



**2018-2019 American History Extended Standards Syllabus
CHS Special Education 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:

American History – 2075

State Course #150810

Required Course: Grade 9

Graded Conventionally Credit: 1

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

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 Pretest

- **1st Quarter**
 - **Unit I Title: Think and Read Like an Historian and the Founding Documents**
 - **Big Idea #1: I can evaluate historical thinking and skills**

- *Essential Question #1: Explain the differences between primary and secondary sources.*
- *Essential Question #2: Use multiple sources to create a sequence of historical events, including the cause and effect of this event.*
- *Essential Question #3: How is a thesis constructed, supported, and refuted.*
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- **Big Idea #2: I can identify and analyze the U.S. freedom documents**
 - *Essential Question #1: State the 3 rights in the Declaration of Independence.*
 - *Essential Question #2: Explain the importance of the Northwest Ordinance.*
 - *Essential Question #3: Explain why the U.S. Constitution was written.*
- **Unit II Title: Industrialization and Progressivism**
 - **Big Idea #1: I can understand the effects of Industrialization, Immigration, and Urbanization**
 - *Essential Question #1: Explain why urban living became more popular after the rise of factories and technological innovations.*
 - *Essential Question #2: Describe what a labor union represents for positive and negative influences on industrialization.*
 - *Essential Question #3: Distinguish between immigration and internal migration.*
 - **Big Idea #2: I can interpret causes and effects of the Progressive Era.**
 - *Essential Question #1: Describe an issue of American Society during the Progressive Era*
 - *Essential Question #2: How did Americans solve problems during the Progressive Era*
- **Unit III Title: Foreign Affairs from Imperialism to Post-World War 1**
 - **Big Idea #1: I can understand foreign affairs from Imperialism to Post WW 1**
 - *Essential Question #1: What are the causes and effects of westward migration/*
 - *Essential Question #2: How did the United States become an imperialist power/*
 - *Essential Question #3: How did the involvement in the Spanish American War help the United States become a world power/*
 - **Big Idea #2: I can interpret how WW 1 helped the U.S. become a world power**
 - *Essential Question #1: What caused World War 1?*
 - *Essential Question #2: Explain how the U.S. had economic prosperity after World War 1?*
 - *Essential Question #3: Identify a reason why the U.S. adopted a policy of isolationism after World War 1?*

- **2nd Quarter**

- **Unit IV Title: Prosperity, Depression and the New Deal**

- **Big Idea #1: I can identify the Political, Economic, and Social Changes in the 1920's.**

- *Essential Question #1: Describe how intolerance for minority groups have negative results in a community/country?*
- *Essential Question #2: List the social effects experienced in the U.S. during the 1920's.*
- *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 cause 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 short and long term effects?*

- **Unit V Title: From Isolation to World War**

- **Big Idea #1: I can explain how isolation led to war.**

- *Essential Question #1: Describe the events that led the U.S. into WW 2.*
- *Essential Question #2: Describe a pro-isolationist argument*
- *Essential Question #3: Describe and pro-interventionist argument*

- **Big Idea #2: I can identify the results/consequences of getting involved in WW II**

- *Essential Question #1: Explain how mobilization of resources during WW II affected American society.*
- *Essential Question #2: Describe what rationing of supplies might mean to a family.*
- *Essential Question #3: Identify an example of rationing*

- **MID-TERM EXAM**

- **3rd Quarter**

- **Unit VI Title: The Cold War**

- **Big Idea #1: I can summarize the Cold War issues.**

- *Essential Question #1: Explain how atomic weapons and world superpowers are related.*
- *Essential Question #2: Describe how the U.S. tried to contain communism during the Cold War.*
- *Essential Question #3: Identify influential people during the Cold War.*

- **Big Idea #2: I can understand the fears at home during the Cold War.**

- *Essential Question #1: Explain reason for Cold War fears.*
- *Essential Question #2: Explain how Korea and Vietnam exemplified the policy of containment.*

- *Essential Question #3: Explain how African Americans and women continued to gain their civil rights during the Cold War.*
 - **Unit VII Title: Social Transformation in the United States**
 - **Big Idea #1: I can describe and explain Social Transformations.**
 - *Essential Question #1: Explain how advancements in technology contributed to changes in society after WW II.*
 - *Essential Question #2: Identify an immigrant group and explain where they settled and what type of work they did.*
 - *Essential Question #3: Identify different political beliefs between Republican and Democrats.*
- **4th quarter**
 - **Unit VIII Title: United States and the Post-Cold War World**
 - **Big Idea #1: I can explain how technology has changed the daily life of people.**
 - *Essential Question #1: Describe a post-Cold War technology and its impact.*
 - *Essential Question #2: Describe the growth and use of computers in daily life.*
 - **Big Idea #2: I can explain post-Cold War changes in the U.S.**
 - *Essential Question #1: Explain the effects of the 2001 attacks on the U.S.*
 - *Essential Question #2: Describe domestic changes that occurred from the 9/11 attacks.*
 - *Essential Question #3: Identify a current foreign policy issue and evaluate how that issue affects the U.S.*
 - **Unit IX: Comprehensive Review and Testing Strategies**
 - **Unit X: Post Test Project Based Instruction**
 - **Big Idea #1: I can evaluate an important era in U.S. History**
 - *Essential Question #1: What are the important facts of the period that you reached?*
 - *Essential Question #2: What are the Political, Economic, and Social Events of the period?*
 - *Essential Question #3: How can you present this information in a way that convinces others that this is the most important era in U.S. History?*

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

Textbook:

- Pacemaker United States 4th Edition, Pearson Education

Electronic Resources:

- Headphones for listening activities.

Course Expectations:

As a student in this course you will be held to high expectations. You will be expected to follow the classroom rules as prescribed by me, the instructor.

- Be on time to class. You should be in your seat when the bell rings and ready to start working on your bell ringer.
- Bring your Chromebook, charger, pens/pencils, and other class materials to each class.
- Absent work is your responsibility to find and complete. Check Google Classroom and the Absent Bin for missing work.
- Food and/or pop is not permitted. You will be asked to throw it away. Water in a clear plastic bottle is acceptable.
- Act with maturity, tact, and class. Profanity will not be tolerated.
- Listen attentively. Respect the teacher and your classmates when they are talking.
- Follow all directions.
- Stay on topic/task.
- All student rules and regulations in the CHS student handbook will be enforced daily.

By course end, students will be able to demonstrate an understanding of how the American people govern themselves at national, state, and local levels of government. Students should have an increased understanding on how to impact issues addressed by all levels of government through various activities and projects.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- 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, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she 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 submit work late 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.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS American History Extended Standards 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: _____