



Course Syllabus
Randleman High School



Course Title: American History II

Teacher: Mr. D. Mitchell, A6

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Course Description:

American History Course II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.



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The essential standards of this course have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

Required Textbooks/Materials:

The American Vision
By Joyce Appleby, Alan Birnkley, Albert Broussard

Supplies:

- *One 2' (or larger) 3-Ring Binder
 - *Pencils (mechanical works best)
 - *Notebook paper
 - *Dividers
 - *Colored pencils
 - *Markers
 - *Highlighters
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Grading Policy:

Major Assessments: 60%
Minor Assessments: 40%

Grading Scale:

- A: 100-90
 - B: 89-80
 - C: 79-70
 - D: 69-60
 - F: 59-below
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Course & Instructor Policies/Procedures:

- A. Make-up work: Missed tests and quizzes need to be made up with me at a scheduled time. It is the responsibility of the STUDENT to schedule an appointment with me to make up quizzes, tests, and any other assignments.
- B. Make-up time: Scheduled appointments made by the STUDENT with me throughout the semester.
- C. Extra credit: Will be given at various times throughout the semester and can significantly improve the grades of the student.
- D. Late work: NO late work will be accepted, unless otherwise noted by me.
- E. Attendance: All students are expected to be in class on time and ready to start when the last bell rings. If a student is absent for the day/class, it is the responsibility of the STUDENT to find out what they missed from a classmate or from me the day they return in order to receive what they need to makeup for that day.
- F. Classroom Expectations:
 - 1. Students will be on time for class and ready to begin the lesson for that day.
 - 2. Cell phones are to be OUT OF SIGHT and SILENT during class, unless otherwise noted by the teacher. The student handbook gives more information concerning cell phones.
 - 3. Students will be respectful towards ALL staff/students at all times, no exceptions.
 - 4. Food and drink are NOT allowed in class. This is a school-wide rule. Only bottled water will be allowed in class.
 - 5. Keep hands, feet, and objects to yourself at all times. Do NOT mess with others and their stuff.
 - 6. Please refer to your handbook for more detailed information concerning school rules and consequences.
- G. Remediation/tutoring opportunities: Will be offered according to me and can be set up at a time approved by me. I have after school obligations and will not be able to meet in the afternoons.

Study Skills:

Study is to learning what practice is to a sport. Just as one has to practice a sport in order to perfect the skills needed to play the game well, one has to do the same in an academic class to truly gain new skills and learning. Unlike a sport where a coach monitors your every move, academic practice is largely unmonitored. To really learn new material, you must first discover the most effective ways to study (practice new learning) and discipline yourself to do so regularly.



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Suggestions:

- Pre-read the new material for the next day using the syllabus as a guide.
- Read over the day's notes each night
- Highlight and quiz yourself on key terms and ideas in your notes each night.

Sequence of Assignments/Units:

<u>Unit Name</u>	<u>Unit Timeline</u>
Unit 1: Gilded Age Through Progressive Era (1867-1920)	11 days
Unit 2: Imperialism and Progressivism	10 days
Unit 3: US and World War I	13 days
Unit 4: Boom to Bust (1920-1940)	12 days
Unit 5: World War II	13 days
Unit 6: Cold War Begins (1945-1960)	12 days
Unit 7: 1960- 1980	10 days
Unit 8: 1980- Present day	7 days
Final Review	5 days

I have reviewed the course syllabus and understand the expectations and requirements.

(Student Name)

(Date)

(Parent Signature)

(Date)