

Course Title: American History II
Teachers: Patrick Minges
email: patrick.minges@stokes.k12.nc.us
Grade Level: 10 -12 Grade
Prerequisites: none

Course Description: American History 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 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.

American History has 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. Written conceptually, the standards for this course have been developed with an historical approach and identify the most critical knowledge and skills that students need to learn in this course.

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Textbook: *United States History: Preparing for the Advanced Placement Examination*, Amsco.

Teaching Resources: Textbooks, workbooks, NCDPI, AP Central, United Streaming, SAS Curriculum Pathways, audio recordings, music, primary sources, online resources, and Khan Academy.

Assessments (Formative, Benchmarks, Summative): Unit tests (given every 2-3 weeks), quizzes, presentations, group projects, investigation and analysis of primary documents, answering essential questions, research, DBQs, and Khan Academy.

Pacing:

Period 6: 1865 - 1898; Chapter 16, 17, 18, 19

Period 7: 1890 - 1945; Chapters 21, 22, 23, 24, 25

Period 8: 1945 - 1980; Chapters 26, 27, 28, 29

Period 9: 1980 - Present; Chapters 30, 31

Students will need to read a chapter from the textbook and take a quiz each Monday in the Canvas program. Reading and quizzes are due the Monday of the posted week. For example: Chapter 16 is listed for the week of January 16. Students need to read this chapter and answer the questions to turn in Monday January 16.

January 7 (Syllabus, Mini Project)

January 14 (Chapter 16: Rise of Industrial America)

January 21 (Chapter 17: The Last West and the New South)

January 28 (Chapter 18: The Growth of Cities and American Culture)

Feb. 4 (Chapter 19: National Politics in the Gilded Age)

Unit 6 Test

Feb. 11 (Chapter 20: Foreign Policy)

Feb. 18 (Chapter 21: The Progressive Era)

Feb. 25 (Chapter 22: World War I)

Mar. 4 (Chapter 23: A New Era)

Mar. 11 (Chapter 24: The Great Depression and the New Deal)

Mar. 18 (Chapter 25: Diplomacy and the World War)

Unit 7 Test

Mar. 25 (Chapter 26: Truman and the Cold War)

Apr. 1 (Chapter 27: The Eisenhower Years)

Apr. 8 (Chapter 28: Promises and Turmoil)

Apr. 15 (Chapter 29: Limits of a Superpower)

Unit 8 Test

Apr. 22 (Chapter 30: The Conservative Resurgence)

Apr. 29 (Chapter 31: Present Day Issues)

May 7: Honors Presentations

May 15-19: Review

May 19: Tentative Exam

Competency:

AH2.H.1; AH2.H.2; AH2.H.3; AH2.H.4 ; AH2.H.5; AH2.H.6; AH2.H.7; AH2.H. 8

Concepts: Historical Thinking, Change, Continuity, Perspective, Turning Points, Historical Thinking, Cause and Effect, Exploration, Settlement, Movement, Expansion, Imperialism, Diversity, Discrimination, Conflict, Compromise, Change, Policy, Economy, Civil Rights, Reform, Culture, Freedom, Equality, Power, Ideology, Authority, International Affairs , Foreign Policy, War, Impacts, Sacrifice, Protest, Patriotism, Progress, Crisis, “the American Dream”, Perspective, Entrepreneurship, Innovation, Progress, Migration,

Rules:

- Strive for Academic Excellence.
- Show Respect for Others and Yourself.
- Exhibit Appropriate Behavior.
- Use Time Wisely.
- Bring Proper Materials/Supplies to Class.
- Be On Time.
- Complete All Assignments.

Grading: Quarter grades are based on the point system. Quarter grades are 40% each and the NC Final Exam is 20% of the final grade.

Make up Work: It is the student’s responsibility to make up all tests and assignments. Each unit’s schedule and work is made available on the syllabus as well as during and after class. It is also online on Canvas. Students can

check to see what they have missed and return the work within 3 days. Students can make up work doing before school, during lunch or after school (if they need additional help). *If a student misses a quiz or a test, he or she will need to make arrangements to come before or after school. Making up a test over several lunch periods compromises the integrity of the test, and it is not fair to the rest of the class.

Tutoring: Students need to be responsible. If a student does not understand the material or would like additional help with a project, he or she may come to tutoring. We are available before and after school by scheduling an appointment. Students who are unable to come before or after school may seek help during lunch (if we do not have a club meeting).

Missing Class: Attendance of class will impact student ability to learn material. Attendance is not directly graded but will affect grades. I expect students to get their missing work the day they return. Students have three days to submit all work that was missed. After this three day period the grade entered for the assignment will be a fifty. If a student knows that he/she will be absent, they should make arrangements for taking assessments and making up work.

Teacher Expectations: I expect students to work steadily and quietly, follow directions, and complete all assignments. If they do not, there will be a warning followed by a disciplinary notice and notification of parents. Students who are not making adequate progress will receive assistance from the Student Academic Support Team. By following this plan of action, students will be successful in in class.

Parent Contact: The best way to reach me is by email:

patrick.minges@stokes.k12.nc.us

or by phone 336-593-5402.

We will post student grades regularly in power school, and parents/students will be able to view all grades, missing assignments, and attendance.

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Dear Parents,

We think it is appropriate to seek parental permission for your student to view movies that are used in our curriculum, or that are selected by our teachers, which are rated PG-13 and sometimes R.

We believe showing your son or daughter films or portions of films such as *The Conspirator* or *Matewan* enables them to benefit from another medium as a resource in their study of American History. Movies, along with our hands-on activities such as labs, in-class discussions, and the astronaut project, give students a well-rounded opportunity to discover the world of science. Movies go beyond dry facts and help bring events "alive." This is to help their understanding not just the content of issues and events in American History, but the social and political contexts as well. They show life in a particular historical setting in ways that most classroom activities cannot simulate.

We will incorporate viewing resources and lesson plans developed to accompany the movies and there will be discussions and learning activities centered around the movie, its theme, and its historical settings. Great care is taken in the selection of the movies both with respect to their appropriateness both historically and for students of this age.

Thank you for taking the time to read this permission form.

Sincerely,

Patrick Minges

Projected Movies:

The Conspirator - Mary Surratt is the lone female charged as a co-**conspirator** in the assassination trial of Abraham Lincoln. As the whole nation turns against her, she is forced to rely on her reluctant lawyer to uncover the truth and save her life. PG 13

Matewan - A labor union organizer comes to an embattled mining community brutally and violently dominated and harassed by the mining company. PG 13

Good Night and Good Luck - When Senator Joseph McCarthy begins his foolhardy campaign to root out Communists in America, CBS News impresario Edward R. Murrow dedicates himself to exposing the atrocities being committed by McCarthy's Senate "investigation." PG

Across the Universe - A story set against the backdrop of the 1960s amid the turbulent years of anti-war protest, cultural change and rock 'n roll, moving from the dockyards of Liverpool to the creative psychedelia of Greenwich Village, from the riot-torn streets of Detroit to the killing fields of Vietnam.

Student Name _____

____ Yes, I give my son/daughter permission to view curriculum and school appropriate full-length movies rated PG-13 or R.

____ No, I do not give my son/daughter permission to view curriculum and school appropriate full-length movies of the types mentioned in this letter. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Guardian approval: (by typing/signing your name you testify that you are the person written and you give permission to your son or daughter to watch the movies mentioned.

NAME: _____ SIGNATURE: _____

PARENT OF: _____ DATE: _____

