

LAKE SHORE HIGH SCHOOL
COURSE SYLLABUS FOR

AMERICAN HISTORY I & II

Teacher: Mr. Christopher R. Hubbard

School Year: 2010-2011

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Class website: www.mrhubbard.weebly.com

Length of Class: One Term (Trimester) Each.

Total Credits: 1 (1/2 per Term)

Course Description:

American History I: Students will analyze the themes of Conflict & Leadership by studying America's involvement in major wars between 1898 and the present. The following conflicts will be discussed; Spanish-American War, World War I & II, and the Cold War, to include conflicts in Korea and Vietnam. As students identify the causes and effects of each war they will also identify the roles of important leaders and their leadership characteristics.

American History II: Students will analyze the theme of economic change by studying how the business cycle has been affected by major events in U.S. History. Topics that will be addressed in this theme include the industrial revolution, development of the labor movement, the Great Depression and the New Deal. A second theme in this course is the struggle for Civil Rights focusing on the evolution of the Civil Rights movement involving women, immigrants, African Americans and others. The final theme is Culture, a summative unit on the American people and our way of life.

Text/Material/Supplies:

The American Vision – Glencoe

Notebook & Folder OR Three-ring binder & notebook paper

Course Outcomes:

By the end of this course, the students will:

- a. Arrange and interpret social studies information in various forms, including prose, maps graphs, tables and charts.
- b. Determine and express informed positions about public policy and other social issues to a variety of audiences.
- c. Recognize that there may be more than one interpretation of an event.
- d. Understand cause and effect relationships of social events.
- e. Locate and utilize social data using written graphic, oral, physical and technological resources.
- f. Participate cooperatively in group discussions and activities by listening attentively, presenting ideas clearly, and responding thoughtfully to the ideas of others.
- g. Develop the ability to read, view and listen to social studies materials at the literal, interpretive and applies levels.
- h. Employ the method of social science investigation to test hypotheses and draw conclusions about human behavior and culture.
- i. Distinguish factual information from value judgments.
- j. Demonstrate appropriate behavior for various social groups and situations.
- k. Place events in chronological order.
- l. Relate social studies learning to experiences in their daily lives.
- m. Recognize cultural, ethnic, gender, racial and religious similarities and differences, both past and present, within the United States.
- n. Know the chronology and describe the influence of major events, ideas, historical movements and key figures in the history of the United States.
- o. Understand the heritage of the United States and consider its implications for the present and the future.
- p. Demonstrate knowledge of people, events, ideas, institutions, and historical movements that have contributed significantly to the development of the United States as a nation since the period of Reconstruction.

Student Expectations:

Students are expected to bring books and necessary supplies to class **EVERYDAY**. Students are expected to follow school policies and classroom rules at **ALL** times. Students are expected to **behave respectfully** to produce a positive learning environment. Students are expected to communicate with the teacher concerning their problems in class to reach a positive solution to the problem. Students are expected to have **cell phones off** during class. Cell phone use in class is **not** permitted, unless approved by instructor. (Only for rare cases of needing a calculator, etc.)

Poor attitudes and/or poor behavior will not be tolerated.
Cheating, dishonesty, or any other lack of integrity will not be tolerated.
Sleeping in class is unacceptable.

Students are required to keep a **folder for daily assignments and a notebook/binder for keeping daily notes**. Keeping a folder helps to promote student organization and responsibility. Failure to do so will result in poor student performance.

Students are expected to use the following learning strategies: concept maps, review sheets, graphic organizers, note taking, and outlining. Students are expected to work constructively in groups when required. Students are expected to take notes from their reading assignments and from lectures/discussions in class.

Students should study or review their material each day rather than “cramming” for a test.

Students who miss a class period are expected to check the **Daily Log Book** for any material they may have missed. Students are expected to make up the missed work according to the Lake Shore Student Handbook. Make-up work will only be allowed for excused absences.

No Late work will be accepted. Students who do not turn in homework **will not pass.**

Additional help is available before and after school. We will be available when needed at times arranged by the student.

Grading

The daily classroom work may be graded either on a correctness basis, reflecting the number of questions a student answered correctly, or by an effort scale, where appropriate.

Overall Grades will be based on the scale spelled out in the Lake Shore Student Handbook:

93-100% A	80-82% B-	67-69% D+
90-92% A-	77-79% C+	63-66% D
87-89% B+	73-76% C	60-62% D-
83-86% B	70-72% C-	0-59% F

Projects and written papers are valid learning tools, just as tests are. Consider all large projects to be the equivalent of test grades.