

US History Course Syllabus

Teacher

Chad Albe

Communications

Email is the best way to communicate with me.

Email

chad.albe@nisd.us

Classroom Location

HS Annex Room A207

My Schedule

1st, 2nd, 3rd, 5th are my instructional periods.

4th girl's athletics period.

6th planning period.

7th freshman boy's athletics period.

Course Overview

The fall semester will see students investigate the social, political, and economic antagonism that existed between ethnic and cultural groups on the Western Frontier, the rise of the Transcontinental railroad and its impacts on the people of the West, and the rise of the Populist and Progressive movements as the country responds to the effects of industrialization. Additionally, students will explore U.S. imperialism and the events and foreign policy that spurred the creation of the American empire, as well as U.S. involvement in WWI, and the post-war peace process and its impacts on the economy. The fall semester will conclude covering the Roaring 20's, Dust Bowl and the events leading to the Great Depression.

Students will start the spring semester covering the events leading up to WWII into the U.S. involvement, and how the outcomes of WWII propelled the U.S. into a leading world power. Students will use the example of America and WWII to address the role of war in nation building. Students will focus on the onset of the Cold War, the foreign policies held by each Cold War presidential administration, and how those foreign policies impacted American identity at home, such as the Civil Rights Movement, counterculture, and various other social movements. Students will also learn how various events from the 50s, 60s, and 70s defined the nation. Students explore the presidential administration and their policies in the post-Cold War era, along with key events of U.S.-Middle East relations and their impacts on the U.S. economy and national security. Students also trace the roots of foreign and domestic terrorism, and how life in America has changed under the threat of terrorism.

[TEKS RS Social Studies US History Since 1877 Sequential Year at a Glance](#)

(Please follow the hyperlink above to view the full year at a glance list of units and TEK's.)

Course Materials

The following course materials are required throughout the course.

- NISD issued Chromebook and charger for academic purposes.
- Pens/Pencils
- Two highlighters, preferably yellow and orange

- Notebook OR loose-leaf paper and folder for handouts

Classroom Procedures

Students are expected to remain in the classroom for the full class period.

- Enter the class quietly and proceed to your assigned seat.
- Come to class prepared with ALL materials daily.
- Chromebook must be charged and ready for use prior to class daily.
- Accomplish Bell Work if listed on the board immediately.
- US History is a social study, so students are expected to discuss, reflect, and express their opinions on the subject matter covered.
- Lesson Plans, Classwork, resource materials, presentations, study guides and announcements will be posted to Google classroom. I strive to provide a comprehensive digital experience to prepare students to fully utilize the advantages of modern technology.
- Students are expected to check their Google Classrooms daily to be aware of relevant material and tasks and their due dates.
- All students are responsible for submitting their work in a timely manner.
- Students and parents should check their students grades regularly to follow the student's progress in my class.

Student's Expectations

- Arrive on time and prepared for class
- Be respectful to your peers and teacher
- Maintain an environment that ensures safety for yourself and others

- Positivity enhances the learning experience, so make your input encouraging
- You are responsible for your actions and contributing to the learning experience

Classroom Rules

- Always Abide by the established Navarro School Rules and Dress Code.
- Cell phone usage will not be tolerated, and phones will be confiscated if taken out.
- Enter class with ID on a lanyard around your neck and displayed in plain sight.
- Be in your seat when the bell rings.
- Sit appropriately in your desk, and keep your bag out of the aisle
- Be prepared with all required items ready to learn.
- Show respect to your teacher, classmates, and the classroom.
- Clean up after yourself.
- Turn all assignments/tasks by their due date according to the task instructions
- ***Pay attention to detail when listening and reading instructions*** given and ask for clarification if needed.
- Students may bring a bottle or drink container with *water* only, but no eating in class allowed.

Teacher's Expectations

- Prepare and teach lessons for US History consistent with state standards through collaboration of the history department.

- Create and model a supportive environment with safety, respect, empathy, and understanding that fosters learning.
- Communicate regularly, clearly, and openly with students via Google classroom, and be available to parents when needed.
- Understand my students' needs and concerns to achieve a successful collaborative effort to achieve optimum results.

Grading Scale

- A = 100-90
- B = 89 - 80
- C = 79 - 70
- F = 69 – 0

Late Work Policy

- 1 - day late, I reserve the right to take 10% points off.
- 2 - days late, I reserve the right to take 20% points off.
- 3 - days late, I reserve the right to take 30% points off.
- 4+ days late, I reserve the right to take 50% points off.

A Little About Me

I am a retired Air Force veteran who chose the teaching profession after 21 years of service. My passion for teaching was discovered as an Air Force Instructor, and I have work extremely hard to prepare myself to be an effective and interesting history teacher. I have traveled extensively seeing the wonders of not only our nation's

history, landmarks, and parks but the world's history as well. Included in my travels are Washington DC, Canada, Alaska, Hawaii, and all but a small handful of the 50 states. Additionally, I lived on the island of Guam in the south pacific visiting Bahrain, China, Japan, and Okinawa. Prior to retiring from the service, I lived in Germany with travels to Austria, Switzerland, Italy, France, Luxembourg, Belgium, England, Wales, and Scotland.

I have much to offer my students with first-hand descriptions and accounts of what I seen in my travels, and these tiny details make telling the story of history so much more interesting. My hope is that your student will embrace this perspective and learn to love history as much as I do. Please encourage your student to get involved in the class discussions and enjoy the explorative conversations learning about our nation's past in all its glory, conflict, and controversy.