

# US History A

## Syllabus (Kontis)

### **INSTRUCTOR INFORMATION**

Please go to your course and access the 'Course Home' for detailed instructor information.

### **CONTACT INFORMATION**

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

### **COURSE REQUIREMENTS**

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS

### **COURSE GOALS**

Upon completion of this course, students will:

- Analyze the significant events in the founding of the nation and its attempt to realize the philosophy of government described in the Declaration of Independence
- Analyze the relationship among the rise of industrialization, large-scaled rural-to-urban migration, and massive immigration from Southern to Eastern Europe
- Trace the rise of the United States to its role as a world power in the 20th century.
- Analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.
- Analyze the major political, social, economic, technological, and cultural developments of the 1920s
- Analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government
- Analyze America's participation in World War II
- Analyze the development of federal civil rights and voting rights
- Analyze the major social problems of domestic policy issues in contemporary American society.

## **COURSE DESCRIPTION**

In this course, students examine major turning points in American history in the 20th century. Following a review of the nation's beginning and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including social and culture effects. During the year, certain themes are emphasized: the expanding role of federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the movement toward equal rights for racial minorities and women; and the role of the United States as a major power. Students understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

## **COURSE OBJECTIVES/ STANDARDS:**

- HSS 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- HSS 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- HSS 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- HSS 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- HSS 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

## **REQUIRED TEXTS**

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

## **COURSE OUTLINE**

Below is a summary of the topics of study covered in this course by block.

Throughout the course, students can expect to be viewing videos created by instructor, historians/professors and educators features on PBIS, Youtube, History.com and other credible sources. Students will have resources provided for reading and review by credible sources such as Newsela, PBIS online, Discovery Ed, Gilder Lehrman, Stanford University materials, National Archives, Library of Congress to name a few.

Throughout the blocks, students will be the showcasing and exercising the following skills:

- **Evaluate with supporting evidence**
- **Recall/describe and explain assumptions**
- **Interpret a plan of attack**
- **Recognize trends over time**
- **Classify essential results of compromise, solutions, policies**
- **Construct meaningful arguments from conflicting sides**
- **Defend and justify arguments**
- **Evaluate and critique government or historical policy**

### **Unit 1: "Modern Times in US"**

#### **BLOCK 1: Growth of Big Business**

**Growth of Big Business overview**

**Leaders of Industry**

**An Era of Inventions**

**Discussion Robber Barrons**

#### **BLOCK 2: Immigration**

**Modern Times/ Post Reconstruction**

**Immigrant Challenges**

**Business and Labor**

**Plight of the Immigrant/Discussion**

#### **BLOCK 3: Politics and Innovation**

**Corruption**

**How the Other Half Lives**

**Political Cartoon Analysis**

**BLOCK 4: The Progressives**

**Progressive Era Reforms and Faces of the Era**

**“The Jungle”**

**African American Progressives**

**Discussion: Progressives Today**

**BLOCK 5: Exploration Project**

**Editorial Project on a Unit 1 Topic**

**Unit 2: “Looking Outward”**

**BLOCK 6: Manifest Destiny**

**America Moves West**

**Manifest Destiny Primary Source Analysis**

**Discussion: Manifest Destiny**

**BLOCK 7: The Colonial Race**

**Mapping the Colonies**

**Discussion: Arguments For and Against Imperialism**

**BLOCK 8: Spanish American War**

**“White Man’s Burden” Analysis**

**Yellow Journalism Discussion**

**BLOCK 9: Exploration Project**

**The Art of Persuasion, “Is America an Empire?”**

**Unit 3: “The World in Chaos”**

**BLOCK 10: Causes of WW1**

**War Begins in Europe/Analysis**

**Isolationist America**

**Discussion: Who/What Causes WW1**

**BLOCK 11: America at War**

**America Enters the War/podcast analysis**

**Start of the War at Home**

**Civil Liberties**

**Homefront videos and analysis**

**BLOCK 12: Consequences of WW1**

End of WW1 and the Consequences

Comparing the Treaty of Versailles and the 14 Points

Discussion: War to End All Wars?

**BLOCK 13/14: The 20's and the 30's**

The 20s overview/Aspects of the 20s

The 30s overview/Aspects of the 30s

Discussion: Art, Music, Dance

**The Grand Finale: Summary Project and Final Reflection**

Project choice semester summary

### **METHODS OF INSTRUCTION**

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the BLOCK schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

### **LEARNER EXPECTATIONS**

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

## **GRADING**

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade is based on the following scale:

## **HIGH SCHOOL**

	90% - 100%	A
	80% - 89%	B

	70% - 79%	C
	60% - 69%	D
	BELOW 60%	F

**SUBMITTING ASSIGNMENTS**

All assignments for the BLOCK are due Friday unless otherwise stated. The BLOCKly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule

**NON-HARASSMENT**

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a “hostile environment” or “harassment” will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

**HONESTY AND PLAGIARISM**

Plagiarism of any sort is prohibited.

**According to the Merriam-Webster online dictionary, to "plagiarize" means:**

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

**PRIVACY POLICY**

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

