

This course is designed as a concentrated study of our nation from post-Civil War Reconstruction to the present. Students will develop an historical and ethical empathy for the application of history's lessons to future problem solving.

During the course of the year, we will cover the following areas:

- 1) Beginnings through Industrialization (Ch1-5)
- 2) Progressives through WWI (Ch6-8)
- 3) Postwar Boom to Bust & New Deal (Ch9-12)
- 4) WWII & Cold War (Ch13-16)
- 5) Challenges of the 1950s & 1960s (Ch17-20)
- 6) Scandals, Conservatives & 21st Century (Ch21-23)

American History Textbook:

Ayers, Edward L., and Samuel S. Wineburg. *American Anthem: Modern American History*. Austin, TX: Holt, Rinehart, and Winston, 2007.



Class Behavior:

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in the classroom.

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Be in seat with all materials when bell rings
4. No teasing, swearing, or obscene gestures
5. No severe behavior

Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion/participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

Faith Grading Scale
A+→100-98%
A→96-97%
A-→94-95%
B+→93-92%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83%
C-→77-79%
D+→75-76%
D→73-74%
D-→72-70%
F→69% & below

Cumulative Semester Exam:

In order to gauge information learned during the semester, a cumulative semester exam will be given at the end of each semester.

Class Projects & Experiences

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is www.mrsfischbach.weebly.com . Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **jdckupa** and will also be given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Technology (Student Use)

Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

Email Address

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is deanna.fischbach@k12.sd.us.

Extra Credit:

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be posted on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used in class, you will be awarded two points for that week.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS (9-12) US HISTORY STANDARDS (9-12)

Note: The South Dakota High School Graduation Requirements include a requirement for 1 credit of U.S. History. The standards have been labeled, below, to allow for flexibility within school districts across the state. Those labels indicate course options including Early U.S. History, **Modern U.S. History**, and Comprehensive U.S. History. A survey was sent to U.S. History teachers in South Dakota to gain feedback on the inclusion of Early U.S. History in the standards.

K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.

9-12.H.1.3 Describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive)

9-12.H.1.4 Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era. (Courses: **Modern**, Comprehensive)

9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression. (Courses: **Modern**, Comprehensive)

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

9-12.H.2.6 Evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive)

9-12.H.2.7 Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues. (Courses: **Modern**, Comprehensive)

K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives

9-12.H.3.3 Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. (Courses: Early, Comprehensive)

9-12.H.3.4 Explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive)

9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history. (Courses: **Modern**, Comprehensive)

K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems

9-12.H.4.5 Analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive)

9-12.H.4.6 Evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. Courses: Early, Comprehensive)

9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States. (Courses: **Modern**, Comprehensive)

9-12.H.4.8 Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. (Courses: **Modern**, Comprehensive)

9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: **Modern**, Comprehensive)

K-12.H.5 Students will develop historical research skills.

9-12.H.5.4 Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive)

9-12.H.5.5 Evaluate to what extent Reconstruction both succeeded and failed in its intentions. (Courses: **Modern**, Comprehensive)

9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War. (Courses: **Modern**, Comprehensive)