

## Syllabus

### Course Information

Tutoring Hours – Period 8 and after school 2:30 - 3:00pm (or later) and just ask, we will find time.

- Instructors - Mr. Nigro & Ms. Taylor (Per. 5 only)
- Email – [mrn.history@gmail.com](mailto:mrn.history@gmail.com)
- School Phone: 718 – 860 – 1385
- School Web Site: [www.schoolforexcellence.org](http://www.schoolforexcellence.org)
- Course Web Site: Skedula / PupilPath

### Course Goals

- Students will continue to develop analytical, critical thinking and writing skills for use in further high school courses, college and career.
- Students will understand the foundations of US history and government and how those foundations have developed in various realms across time and space.
- Students will build content knowledge and academic skills in preparation for taking and passing the Regents exam.

### Methods of Instruction

Instruction in this course will take a wide variety of forms. Students will work as individuals, pairs and groups. Lessons will range from lectures and note taking to document based inquiries with the focus on the student. Assignments will include defining key terms, writing short and long papers and a series of creative projects. Students will be assessed by quizzes, exams, formal essays, and creative projects. We will be focusing on primary documents, analyzing secondary sources and using the textbook for reference and support.

### Attendance Policy

Students are expected to be present for all class sessions. This will ensure your success by always being aware of assignments and keeping in contact with your teacher and peers.

### Make-Up Policy

Students are responsible for making up all missed assignments in a timely fashion. Students are responsible for picking up handouts, worksheets etc. they have missed from the baskets. Students are responsible for getting any missed notes from another student. Further, all assignments will be posted to Skedula/PupilPath.

### Course Expectations

As a student in this course you are expected to do the following...

- Be present and attentive for all class sessions
- Respect the efforts and opinions of others (including the teacher)
- Conduct yourself as a mature young adult in an academic setting
- Complete all assignments on or before the due date (they will be manageable)
- Ask for help/clarification/explanation and come to tutoring hours as needed
- Assume personal responsibility for your work and progress

### Grading Policy

For large assignments, this course will use a letter based grading system intended to reflect a more wholesome depiction of student achievement including timeliness, completion, accuracy, effort and “academic professionalism”. For smaller assignments, this course will use a grading scale of 1-4 or “not proficient” to “beyond proficient”. Smaller assignments will be grouped together to produce a gradebook entry. Your final course grade will be weighted by the categories listed below and each letter/number will have a numerical equivalent, also listed below. Rubrics for each type of assignment can be found at the back of this syllabus.

50% - Exams, Quizzes, Papers, Projects

50% - Homework & Classwork Assignments (including Assessment Journal for Per. 5)

A+	A	A-	B+	B	B-	C+	C	C-	D	F	INC	M	E
98	94	90	88	84	80	78	74	70	65	55	45	0	-

4 - Beyond Proficient	3 - Proficient	2 - Somewhat Proficient	1 - Not Proficient
A-B or 84-98	C - B or 74-84	D - C- or 60-74	0-55 or M-F

*Any assignment turned in late will not receive full credit unless arrangements with a valid excuse have been made with the teacher before the due date. **Any assignments turned in more than a week late may not be graded.***

**Work found to be plagiarized or “copied” and all cases of cheating will result in a grade of 0 and referral to administration.**

### Course Materials

Each student will be given a notebook and folder for the purposes of keeping an essential questions journal and maintaining your US portfolio which will be stored in the filing cabinet in 423. (there will never be an excuse for missing notes or worksheets #personal responsibility) Textbooks, pocket constitutions and other reference books will also remain neatly in the classroom.

This course has a Skedula website. You will be able to access all assignments and your grade book from any computer or smartphone.

### **Summary of Units & Essential Questions**

This course will seek to answer three overarching questions. They are as follows.

- What are American ideals and values?
- What does it mean to be an American?
- What are the origins of the status quo in the US?

This course contains 6 major units and will be taught thematically after the ratification of the Constitution in 1788. Units 3-6 will cover 1788 to the present and proceed chronologically.

#### **Unit 1 – Geography, Settlement and the Colonial Period**

How does geography affect social, political and economic structures?

How and why are colonies established?

#### **Unit 2 – Ideology and the Revolution**

What were the causes and effects of the American Revolution?

#### **Unit 3 - The Constitution and Government Structure**

What are the major ideas/principles on which the US government is founded?

How does the federal government check/regulate itself?

What responsibilities do citizens and government have toward one and other?

#### **Unit 4 - The Economy and the Commerce Clause**

How has the US economy developed over time?

What is the relationship between government and the economy?

How does that relationship work for or against the citizens?

#### **Unit 5- United States at War and Foreign Policy**

How has US foreign policy changed from 1789- the present?

What is the role of the United States in the world? What should be our role?

How does foreign policy affect the homeland and citizens?

#### **Unit 6- Slavery, Equal Protection and Civil Rights**

What are freedom, liberty and equality? How are they different and how are they measured?

How do you balance personal freedoms/liberties and public interest?

\*Essential Questions – These are general, very open ended questions that frame and guide our study of the content/ideas of the unit. Anything we study and discuss will somehow answer one or more of the unit essential questions. Before beginning a new unit students will be expected to “pre-answer” each essential question to the best of their ability at the time. As topics are completed students will have time to enter new responses in their journal as they learn the material. Students will be answer the EQs at the conclusion of each unit. Your progress may surprise you.

### **Research Project (2nd Semester/TBD)**

Students will complete an extended research project on a US History topic of their choice. This will include narrowing to a topic/research question, completing primary and secondary source research, creating an outline, writing a draft, doing multiple revisions and submitting a final paper around Memorial Day weekend in May. (More information to come)

### **US History Movie Afternoons (Course Enrichment)**

At least once a month the US History teachers will host a movie afternoon during which we will watch a film related to the topic we are studying. Students attending will be expected to do a write up and contribute to discussion at the end of the movie. Some examples include...

Salem Witch Trials – *The Crucible*

French and Indian War – *The Last of the Mohicans*

The Boston Massacre – *John Adams (Episode 1)*

The American Revolution – *1776, The Patriot*

The Slave Trade and Slavery – *Amistad* and/or *Roots*

The Civil War – *Cold Mountain, Glory*

World War I – *The Lost Battalion*

Roaring Twenties – *The Great Gatsby*

World War II – *Saving Private Ryan, Pearl Harbor*

Civil Rights Movement – *The Martin Luther King Story, 42: The Jackie Robinson Story*

Vietnam War – *Platoon, Jarhead, We Were Soldiers*

Second Wave Feminism – *Norma Rae*

Operation Enduring Freedom – *Seal Team Six / Zero Dark Thirty*

*AND MANY MORE.....If you are willing to engage in this enrichment*

Why should you show up?

1. Get more out of class
2. Get some make-up credit if you do extra work
3. Snacks and Soda
4. Outside reference material for use on Regents Exam
5. Quality time with your peers and teachers
6. These are good movies.