
SYLLABUS FOR
UNITED STATES HISTORY II



LONG BRANCH HIGH SCHOOL
MS. MELISSA COOPER
2018-2019

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NJCCCS COVERED:

- 6.1.12.A.6 The Emergence of Modern America: Progressive Reforms
- 6.1.12.A.7 The Emergence of Modern America: World War I
- 6.1.12.A.8 The Emergence of Modern America: Roaring Twenties
- 6.1.12.A.9 The Great Depression & World War II: The Great Depression
- 6.1.12.A.10 The Great Depression & World War II: The New Deal
- 6.1.12.A.11 The Great Depression & World War II: World War II
- 6.1.12.A.12 Postwar United States: Cold War
- 6.1.12.A.13 Postwar United States: Civil Rights & Social Change
- 6.1.12.A.14 Contemporary United States: Domestic Policies
- 6.1.12.A.15 Contemporary United States: International Policies
- 6.1.12.A.16 Contemporary United States: Interconnected Global Societies

COURSE OVERVIEW:

United States History II is designed as a survey course, beginning with the Emergence of Modern America: Progressive Reforms and continuing to current times. This course provides student with a framework for studying political, social, economic and cultural issues and for analyzing the impact these issues have had on American society. This course demands responsibility and concentrates on the development of higher ordered thinking skills.

COURSE OBJECTIVES:

Chronological Thinking:

- To compare present and past events to evaluate the consequences of past decisions and apply lessons learned.
- Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

Spatial Thinking:

- Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
- Relate current events to the physical and human characteristics of places and regions.

Critical Thinking:

- Distinguish valid arguments from false arguments when interpreting current and historical events.
- Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Presentational Skills:

- Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

ORGANIZATION OF COURSE:

This course is structured around four main activities: (1) discussion of key terms and concepts, (2) examination of primary sources, (3) analysis of essential questions, and (4) practice of written expression via Document Based Questions (DBQ).

Exams will include multiple-choice questions followed by DBQs, or a comparable written assessment. Remediation will be offered for each unit exam after school during the Student Advocacy Period (SAP).

This syllabus, as well as the majority of the class assignments will be available on line at <http://longbranch.k12.nj.us> via my teacher page. You should check the web page listings frequently for reminders and news. The course will also be using Google Classroom and Remind101 for additional classwork assignments and reminders. If you lack internet access at home, you must speak to me immediately so that other arrangements can be made for you to succeed in this course.

STUDENT EVALUATION

This course will adhere to Long Branch High School's grading policy listed as follows:

- Summative Assessments = 70% of grade
 - Exams, Essays, and Projects
 - Best formative writing portfolio assignment
 - Note: Students may retake/ redo one summative assignment ONLY IF all formative assignments are completed and form is filled out and signed by guardian.
- Formative Assessment = 30% of grade
 - i.e. Homework, Quizzes, In-class activities, short constructive responses

Excellent	92-100
Good	84-91
Fair	77-83
Poor	70-76
Failure	0-69

TEXTS AND STUDY MATERIALS

- Text:
 - The Americans by Gerald A. Danzer, J. Jorge Klor de Alva, Larry S. Kreiger, Louis E. Wilson, Nancy Woloch.
 - Supplementary Materials:
 - Primary Source Materials- (*speeches, letters, diaries, treaties, photographs, newspapers, political cartoons*)
 - Secondary Source Materials- (*journal articles, current events, magazine articles*)
-

CLASSROOM RULES

1) ***Be Prepared. Be on time, on task, and prepared to learn EVERYDAY***

- Prepared means: with your binder (if signed out previous class), homework, **writing utensil**, completed assignments.

- If you are absent, and the homework was assigned prior to your absence, it is due upon your return. If the homework was assigned while you were absent, you have one day to complete the assignment.
- Late formative assignments will be accepted up until the next class period with a 5-point decrease in grade. Late summative assignments will be accepted until the end of the next cutoff date with a 15% decrease in grade per day. Late assignments will only be accepted with a missing work log.

2) Respect the teacher, the classroom, other students, and yourselves. BULLYING WILL NOT BE TOLERATED.

3) Be responsible for your own learning

- Academic Honesty- Any task assigned, whether it be homework or a major research paper must be your original work. Outside sources must be cited. Copying from a classmate, the internet, or any other source is not acceptable, and will result in a zero on the assignment. Academic dishonesty will also be reported to your academy principal, parent and documented. This is a non-negotiable expectation, and it will not be tolerated. If you have any questions on what constitutes copying, please see me.

4) Clean up after yourself and your peers

5) Keep all electronic devices put away.

- Cell phones/electronic devices- These should not be visible during class time. If a project requires students to use the internet on their phones to research a topic, permission will be given to indicate that students should take their phones out.
- We will start out using the honor system and if this doesn't work out we will have a cell phone check-in at the start of class. If your cell phone is not checked in you will receive a detention.

CLASSROOM POLICIES AND EXPECTATIONS

1) Uniform:

- Pants/Dresses/Skirts: must be khaki colored. In addition, male and female students may choose to wear black dress slacks or black "khaki style" pants; female students can also wear black dress skirts or green plaid dress skirts.
- Tops: Solid dark green, gray or white collared shirts, collared blouses, turtlenecks.
- Outerwear: dark green, gray or white sweaters or sweatshirts may be worn over the collared shirts.
- Shoes: shoes or sneakers must be worn at all times

You will not be allowed in the classroom if you are not in your uniform. You may not put your uniform on once you are in the room. all dressing must be done prior to entering the classroom- NO EXCEPTIONS

- 2) Absences- more than **twenty** absences from a course will result in an automatic failure. You must attend class. If you are absent you have one day to makeup the missed work. You are responsible to see me for missed work, if you do not comply you will not be able to hand in the missed work at a later date.
- 3) Extra Help- If you are ever absent or simply need extra clarification instruction, please come to me for assistance. Feel free to speak with me to schedule an appointment. I want you to succeed. You have a clean slate with me.

Contact: Email: mcooper@longbranch.k12.nj.us

Phone: 732-229-7300 x55554

Student Contract

Name: _____

Class: Day_____ Period_____

Directions: Please fill out this form and return it immediately. At the top, please print your name and class period in the lines provided. Please read the statement below and sign and date where needed.

By signing below, I have reviewed the United States History II Syllabus for Ms. Cooper's class and understand the classroom rules and expectations, as well as the consequences for breaking these rules. I am aware of the class outline, attendance, and tardy policies, as well as the grading procedures. I also understand that if I need extra help, or have any concerns, I can contact Ms.Cooper via email, telephone, or after school has ended to discuss these issues.

Student's Name (Printed): _____

Student's Signature: _____

Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Parent/Guardian Contact Number: _____

Parent/Guardian Email Address: _____

Preferred Method of Contact: Phone _____ Email _____ Either _____