

U.S. History

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Refer to RHS Student handbook for grading policies, attendance, building procedures, student conduct, discipline, etc.

Student Handbook can be found at www.romeo.k12.mi.us under Romeo High School counseling office files and folders.

Summative Assessments = 90%
Formative Assessments = 10%

Marking Period 1 / Quarter Grade = 40%
Marking Period 2 / Quarter Grade = 40%
Final Exam = 20%

CLASSROOM RULES:

- **BE RESPECTFUL:** This means that you have respect for yourself, peers, and your learning environment. You are expected to be cooperative and open-minded.
- **BE RESPONSIBLE:** You are expected to be on time and prepared for class each day by bringing appropriate materials. You are responsible for all work completed and all work missed during an absence.
- **FOLLOW SCHOOL RULES:** You are expected to know Romeo's rules outline in the Student Handbook and the consequences if you choose to break them.

Inform Parents/Guardians

We may view movies, clips and documentaries throughout this class for educational purposes that have ratings of PG, or PG-13.

COURSE DESCRIPTION:

This course will increase students' knowledge of the development of the U.S. as a democratic nation. It is organized as a chronological survey from 1890 of the American past with emphasis on major events, the role of geography in shaping history, influential individuals, and the ideas and problems comprising the American heritage.

COURSE RESOURCES:

- **Textbook:** *The American Vision Modern Times 2010*
- Each student will be assigned a textbook.
- In addition, students can access the online book at www.glencoe.com/ose
- Access code: **E855ABDB5F**
- **Chromebook:** You are required to bring your chromebook to class every day. If you do not have a chromebook please see me for alternate arrangements.

CLASSROOM:

- **You will be assigned a classroom website. It will be used as a portfolio displaying all of your work. It will be used for formative and summative grades. It will also count for 50% of your exam grade as a finished product. A rubric will be provided.**
- It is expected of you to stop talking and give me your full attention when I am standing at the podium.
- **This classroom is a RED ROOM** – Cell Phones are NOT allowed. 1st offense – Extended School, 2nd offense – 1 day suspension or 5 days w/o phone. If there is an emergency, please see me. Phones may be used with my permission. Phones should not be visible.
- The school's No Hat policy will be enforced.
- Headphones/Ear Buds are not be used unless permission or instruction is given.
- Discussion – Please be respectful to others opinions and allow them to finish their thoughts before commenting.
- NO feet on the desk or chairs.
- Backpacks are to be kept underneath your desk not in the aisle ways.
- There is always something to do related to this class. (i.e. current events, work on your classroom website, etc.) Please do not work on assignments from any of your other classes.

WEB PAGES: The following are web pages that will be used frequently. Please bookmark them. You are expected to use your full name when creating an account and logging in.

- www.RHSRobertson.weebly.com
- www.Socrative.com - Room number 608572
- www.cnn.com/studentnews
- Classroom blog can be found on my weebly web page.
- **Remind101** – Text @b472a to (216) 404-2555

LEARNING ESSENTIALS

There will be pre and post tests on learning essentials and vocabulary.

Essential Standards--Semester 1

1. **SOC.9-12.6.1.4** Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization.
2. **SOC.9-12.6.2.1** Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy.
3. **SOC.9-12.6.2.2** Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.
4. **SOC.9-12.6.2.3** Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
5. **SOC.9-12.6.3.3** Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
6. **SOC.9-12.7.1.2** Explain and evaluate the multiple causes and consequences of the Great Depression
7. **SOC.9-12.7.1.3** Explain and evaluate Roosevelt's New Deal Policies
8. **SOC.9-12.7.2.1** Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including
9. **SOC.9-12.7.2.3** Analyze the changes in American life brought about by U.S. participation in World War II

Essential standards--Semester 2

1. **SOC.9-12.8.1.1** Analyze the factors that contributed to the Cold War including:
SOC.9-12.8.1.1.c actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)
2. **SOC.9-12.8.1.2** Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including:
SOC.9-12.8.1.2.d U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media)
3. **SOC.9-12.8.2.4** Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal.
4. **SOC.9-12.8.3.1** Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including:
SOC.9-12.8.3.1.b Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965)
5. **SOC.9-12.8.3.1** Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including:
SOC.9-12.8.3.1.c protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
6. **SOC.9-12.8.3.3** Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).
7. **SOC.9-12.9.1.2** Analyze the transformation of American politics in the late 20th and early 21st centuries including: **SOC.9-12.9.1.2.a** growth of the conservative movement in national politics, including the role of Ronald Reagan
8. **SOC.9-12.9.2.1** Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).
9. **SOC.9-12.9.2.2** Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO).

