

P.S. 035 Manhattan High School
Course: HUS21QQB-02
Syllabus for: US History 1/2
Teacher Name: Mr. Prisco
Year and Term: 2017-2018 Term 1

Learning Standard:

1. **Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.
2. **Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.
3. **People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments.
4. **Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
5. **Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
6. **Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
7. **Production, distribution, and consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
8. **Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
9. **Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence.
10. **Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Course Description: The study of history, geography, economics, government and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. While knowledge of content is very important, it is equally important to engage our students in historical thinking. Students engaged and challenged to think like historians, raise questions, think critically, consider many perspectives and gather evidence in support of their interpretations as they draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These are the skills that will serve them well as participating citizens of a democracy. – *The New York City Department of Education Grades 9-12 Social Studies Scope & Sequence.*

United States History is the history of a great experiment in representative democracy. This year you will learn about the structure and function of your government and the recent history of the United States. The major objective of this course is to provide you with an understanding of the basic principles and cultural heritage that support our form of government so that you can become informed, committed participants in our democracy.

U.S. History and Government will begin around the 1600s during Colonial America and will travel to the current events of our country today. The class will conclude with students taking the New York State U.S. History & Geography Regents examination as well as a Project Based Assessment.

Calendar or Unit Map

1. US Geography & The Development of the US ((1607-1763)
2. The revolutionary War (1763-1783)
3. The U.S. Constitution (1783-1801)
4. The Early National Period (1801-1827)
5. The Age of Jackson, Expansion and the Origins of the Civil War (1828-1860)
6. The Civil War (1861-1865)
7. Reconstruction and the West (1865-1877)
8. Industrialization (1877-1916)
9. The Gilded Age and the Progressive Era (1870s-1900's)

10. Imperialism and World War I (1898-1918)
11. The Roaring 20's (1920-1929)
12. The Great Depression and the New Deal (1929-1939)
13. World War II (1939-1945)
14. Post War America: The Cold War Begins and 1950's Culture (1945-1960)
15. The 1960's: JFK, LBJ, Civil Rights and the Vietnam War (1960-1975)
16. Social & Economic Change Domestic Issues (1945-Present)
17. The U.S. in a Globalizing World (1990-Present)
18. Regents Review

Course Materials: Students are recommended to have a binder to put their class notes and handouts in. If a binder is not available I will provide folders for students. Students should be taking their notes home each day to review notes for upcoming quizzes or test.

Grading Policy

To successfully complete this course these are the things that students will need to accomplish. All work and assignments are an important part of learning in our class and are required to be handed in on time. Late or missing assignments will negatively affect grades. The following is how STUDENTS will be able to determine their grade:

Class Participation 10%

Constructive, active participation includes speaking up during class discussions, contributing to group activities, and listening to and respecting your teacher and classmates. Greater student participation makes for livelier class discussions. Your ideas and opinions matter! Every day while in class, you will have the opportunity to earn classroom participation raffle tickets. You can earn these tickets in number of different in-class factors including: class participation, interaction with peers, completion of in-class assignments, and collaborative efforts during group activities. Respectful and positive behavior will also be apart of the final class participation grade. However, tickets can be removed for extreme negative behavior. (examples: walking out of the class without permission, picking a fight with a peer and using disrespectful language either to a peer or staff member) At the end of each week, we will set aside time to add up the total amount of tickets you have collected. You will have the opportunity to earn a total of 15 tickets for the week. The amount of tickets you have will count towards 10 Percent of your class participation grade.

Classwork (20%)

In order to maximize learning opportunities in the classroom, students will be graded on in-class assignments, and collaborative efforts during group activities.

Homework- 20%

Homework is an extension of classroom instruction and its completion is necessary in order to achieve success. Homework will be collected and graded on a consistent basis. Late homework can be handed in; however, it will receive a reduced grade.

Assessments

Unit Projects/Exam- 35% Tests will be given at the end of each unit and will consist of multiple choice, DBQ, and essay questions. You will have adequate notice prior to exams so that you can prepare for them (3-5 days).
Projects: There will be a few projects assigned throughout the course of the school year. These projects may involve both individual and group efforts and require both in-class and at-home work. Students will be given a sufficient amount of time to complete each project.

Quizzes- 15% Short quizzes will be given as we move through a unit. There will be no surprises or pop quizzes given and students will have adequate prior notice (3-5 days)

**Students who are newly admitted to a course and would otherwise fail the course due to being unable to demonstrate a mastery of the subject matter in the time since arrival student will receive a grade of NL. Students shall make up work by the following term so they can receive a numerical grade. All students must complete a packet that consists of at least half of the homework and reading assignments. Students will then take a multiple-choice assessment once they completed the homework and reading assignments.*

Other Expectations:

Respect is a top priority in this classroom. We must be accepting of beliefs and ideas that are both similar and different to ours, and celebrate the diversity that exists in our classroom on a daily basis. We must also not mistreat the property and belongings of others.

You are responsible for completing any and all work assigned while you are absent (including tests).

1. **Arrive to class on time!** When you are absent it is your responsibility to make up what you missed.
2. Do not leave the classroom without permission. For your safety it is important that Ms. Torres and I know where you are at all times.
3. Class is dismissed as scheduled. For last period class, class is dismissed as scheduled unless you are called for bussing.
4. No Cell Phones or any electronic devices. This includes charging your electronic devices. (Unless mandated by your I.E.P)
5. Do not eat in the classroom! First Offense will result in a warning. Second offense will result in a written report. Third offense will receive a phone call home to your parent or guardian.

The goal of this class is to pass the U.S. History & Government Regents exam and, as your teacher, I am here to help you through this journey. That means if you have any questions or concerns please feel free to discuss them with me. I am available before and after school for individual help in our classrooms: I am also available by e-mail, aprisco@schools.nyc.gov and by phone at (212) 465-4390

****Plagiarism**-**

Cheating and plagiarism are serious offenses and will not be tolerated. Any student who is found to be cheating on homework, projects, quizzes or tests shall receive a failing grade or zero, and will not be allowed to make-up the assignment.