

**MURRY BERGTRAUM HIGH SCHOOL, DR. ANDREA LEWIS, PRINCIPAL
RENATO DA SILVA, SOCIAL STUDIES AP**

C

H5 and H6-U.S. History

Dear Parents and Students:

Welcome to United States History! This course focuses on the study of U.S. history from colonial times to the present. A particular emphasis is placed on the development and implementation of the U.S. Constitution. This course culminates with the U.S. History & Government Regents which students will be taking in June. In order to both pass this course as well as be eligible to sit for the Regents exam, you will need to complete a course portfolio based on the course goals at a proficient level, which will be further explained below.

In addition to teaching facts about U.S. history, this course will further develop critical and analytical thinking skills. My hope is that students will develop a lifelong appreciation of their unique role in and relationship with history and the world they live in. My expectation is that students will do their best to learn the material and leave the class a better informed citizen. As the instructor of this course, I will provide students with a safe and supportive learning environment, standards based instruction, and a commitment to each student's success.

All students will be expected to be on time and prepared for each class. Students are responsible for assignments and notes that they missed during their absence. Please exchange phone numbers with at least one person in the class.

COURSE OUTLINE

Unit 1: Title: The Birth of the United States (*September-October*)

Essential Question: To what extent was the birth of our nation democratic?

Topics: Geography

Colonial History & the American Revolution

Foundations of Government

US Constitution

Unit 2: Title: Expansion and Slavery (*November-January*)

Essential Question: Has the drive for territory affected the American Ideal of equality?

Topics: Westward Expansion

Civil War

Reconstruction

Unit 3: Title: The Balance of American Economics and Society (*January-March*)

Essential Question: In economic growth, has opportunity been maintained for all?

**Topics: Industrialization
American Imperialism
Immigration
Progressive Era**

Unit 4: Title: War at Home and Abroad (*March-May*)

Essential Question: Does war bring liberty, or take it?

**Topics: World War I
1920's
Great Depression & New Deal
Roaring 20's & Harlem Renaissance
World War II
Cold War**

Unit 5: Title: Recent History (*May-June*)

Essential Question: To what extent have all citizens been guaranteed their "rights"?

**Topics: Identity Rights Movements of the 1950's, 60's, 70's, 80's
Modern America post Cold War**

Unit 6: Title: Course Overview (*June*)

Essential Question: How can we assess the knowledge we have gained in U.S. history?

**Topics: Portfolio Production
Regents Prep**

MATERIALS

- 1. 1 lined, college-ruled notebook which will hold:
-Class handouts (which you will be given)
-Class notes & reflections**
- 2. Your course portfolio**
- 3. Blue or Black pens**

GRADING POLICY

This course is characterized by a series of goals that students need to accomplish by the end of the term.

H5

Goal # 1:I will understand the role of geography in the political, economic and social development of the USA

Goal # 2:I will understand the development of democratic ideas and institutions of the early USA

Goal # 3:I will understand the growth of capitalism and industry in the USA

Goal # 4:I will understand the impact of early reform movements in the American society

Goal # 5:I will understand how early supreme court decisions helped to establish federal supremacy

H6

Goal # 1:I will understand the effects of industrialization and new technologies on the American society

Goal # 2:I will understand how the American belief of Manifest Destiny was extended onto the

world stage.

Goal # 3: I will understand how the Federal government promoted progressive social change.

Goal # 4: I will understand how presidential decisions have increased the powers of the federal government

Goal # 5: I will understand the impact of Supreme Court decisions on civil rights.

The course grade measures the degree to which students have acquired the skills and knowledge inherent in these course goals. Learning is a continuum and grades should reflect this principle. The first and second marking period grades are considered to be an indication of progress. The final grade is based on the evidence that the student has achieved the goals of the course. Therefore, if at the end of the term it is evident to the teacher that the student has achieved the goals of the course; the student should pass the class. Grades are not simply about "doing the work." Grades are about acquiring skills and knowledge.

Grading Elements:

- 1. 30 % Exams and Quizzes**
- 2. 30% Projects/Term Papers**
- 3. 30% Classwork and Participation**
- 4. 10% Homework**

EXPECTATIONS

To ensure each student's success it is imperative that all students respect and honor the classroom expectations at all times. Students who fail to honor the expectations of the classroom will have one or more of the consequences listed below imposed. Disruption of the class and the academic process will not be tolerated.

-NO ELECTRONIC DEVICES OF ANY KIND ARE TO BE USED OR SEEN DURING CLASS.

-ALL STUDENTS MUST BE RESPECTFUL OF EACH OTHER AT ALL TIMES.

-NO DEROGATORY LANGUAGE IS TO BE USED IN THE CLASSROOM.

-STUDENTS MUST NOT ENGAGE IN ANY BEHAVIOR THAT DISRUPTS THE CLASSROOM.

-NO LATENESS-Every unexcused lateness will be recorded and will affect your course grade

CONSEQUENCES

- 1) verbal warning**
- 2) written warning and phone call home**
- 3) referral to dean and or assistant principal**
- 4) at school conference with parent and an administrator**

I look forward to getting to know each student and parent this semester. We can all work together to make this a successful school year. If you need to contact me, I can be reached at

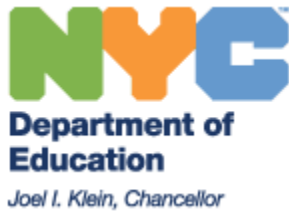
Sincerely,

Student's signature: _____

Parent 's Signature: _____

Parent's email: _____

Parent's phone number: _____



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H7–Government

Dear Parents and Students:

Welcome to Government! This course focuses on the study of U.S. Government in a participatory manner. A particular emphasis is placed on the institutionalization of Democracy at a federal, state and local level. In order to both pass this course you will need to complete a course portfolio based on the course goals at a proficient level, which will be further explained below.

In addition to teaching facts about our government system, this course will further develop critical and analytical thinking skills. My hope is that students will develop a lifelong appreciation of their unique role in and relationship with history and the world they live in. My expectation is that students will do their best to learn the material and leave the class a better informed citizen. As the instructor of this course, I will provide students with a safe and supportive learning environment, standards based instruction, and a commitment to each student's success.

All students will be expected to be on time and prepared for each class. Students are responsible for assignments and notes that they missed during their absence. Please exchange phone numbers with at least one person in the class.

COURSE OUTLINE

**Unit 1: Constitution and Foundations
of Government
Principles of Government
The Constitution
Federalism**

**Unit 2: Political Behavior and
Participation
Political Parties
Elections and campaigns
Political Participation/Voter Behavior
Public Opinion and Mass media**