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| **United States History**  **Summer 2014** |

**Mr. David Bedar Classroom: 312**

**Email:** [**David\_Bedar@newton.k12.ma.us**](mailto:David_Bedar@newton.k12.ma.us) **Summer School Office #: 617-559-6263**

**COURSE DESCRIPTION*:***

Welcome to U.S. History! The major goals of this course are to:

* Teach students about crucial issues and events in the history of the U.S.
* Train students to develop their “historian skills,” using essential techniques such as analysis of primary and secondary sources, research, and analytical writing.

**OBJECTIVES**:

Students will…

* Understand our present United States is rooted in and shaped by the past, that current events are connected to history, and that change presents both perils and promises.
* Recognize ideals commonly attributed to the U.S and be able to evaluate the extent to which the U.S. has made progress in achieving those ideals
* Understand how the unusual degree of diversity in terms of race, ethnicity, religion, and culture has a profound impact on American history
* Understand the structure of the American government and the American political process, recognizing their rights and responsibilities as American citizens

**ESSENTIAL QUESTIONS:**

Students will consider the following questions throughout the course:

* How do the ideals of individual liberty, equal opportunity, and democracy influence the course of American history? How and why have they changed over time? Historically, who has been “included” and “excluded”?
* What is the connection between government and the economy? How and why has that changed over time?
* To what extent has the U.S. influenced the world economically, politically, and culturally?

**TOPICS:**

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| Colonial America  American Revolution & the Articles of Confederation  Constitution  Federalist vs. Anti-Federalist Debate  Expansion  Road to Civil War  Civil War | Reconstruction  Gilded Age  Immigration  Urbanization  Industrialization  Progressive Era  Imperialism  World War I  1920s | Great Depression & New Deal  World War II  The Cold War & the 1950s  The Civil Rights Movement  Vietnam, 60s & 70s  Reagan and the Conservative Resurgence |

**CLASS EXPECTATIONS:**

In order for us to create a comfortable learning environment for everybody, it is vitally important that we *all* recognize and adhere to certain expectations for classroom behavior and performance. I have 3 simple rules:

1. **Be on time.** Though we may occasionally deviate from this schedule depending on the activity we’re doing, our basic schedule will be class from 8:05-8:55, 9:05-9:55, 10:05-10:55, 11:05-12:00. All students must return from the 10 min. break on time; this means it is possible to be marked tardy 4 times on a given day.
2. **Be prepared.** Always come to class prepared and ready to start immediately on the day’s warm-up. This means having already completed homework assignments and having all of your supplies with you (history notebook, pens/pencils and any class materials we may be working on) and out on your desk.
3. **Be respectful.** Common courtesy and respect are a requirement of this classroom. Treat your classmates, your classroom and your teacher with respect at all times.

**MATERIALS:**

1. Textbook: the class text is Prentice Hall’s *United States History*, though we’ll be using a check-out system. Please treat the textbooks well; they should not be used to prop open windows, even out chair or table legs, or to inflict blunt trauma on siblings.

2. Notebook/binder: You need to have a notebook or binder reserved for history class. You will be taking notes either in a notebook or on loose-leaf paper, but you must also have a place to store class handouts

3. Pens/pencils

**ATTENDANCE REQUIREMENTS:**

* Call the summer school office if you’re going to be absent: 617-559-6263
* More than 3 absences: No Credit (and No Refund!)
* 2 Tardies = 1 absence
* If you are absent, it is your responsibility, not mine, to be sure that you have all the assignments you need. *You* are responsible for making up all work and should be prepared to complete all missed work on the day that you return to school.

**GRADING/ASSESSMENT:**

**1) Weekly Tests:** 4 “unit” tests = 40% of total grade for summer school

**2) Junior Thesis Research Paper:** 25% of total grade for summer school.

**3) Final Exam:** 15% of total grade for summer school.

**4) Homework:** 10% of total grade for summer school.

**5) Class Effort:** 10% of total grade for summer school.

**\*\*\*NOTE:**

**This course is meant to be the equivalent of a full regular academic year NNHS Advanced College Prep course. Since we only have the summer (rather than a full year) our course will be moving at a very fast pace. If you are concerned about the workload for this course, please talk to me about it. I’d like to help everyone to have a successful summer, but I also want to be clear that this is an intensive program.**

# Mr. Bedar

# Summer U.S. History 2014

Please sign your name below to assure me that you have *carefully* read the syllabus for U.S. History, that you fully understand what is expected of you, and that you agree to follow *all* of the rules and procedures contained within. You must also obtain the signature of a parent/guardian. Please detach *just this slip* and have it ready to hand in by next class (I want you to keep the rest of the syllabus handy).

**Student Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent(s)/Guardian(s) Signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**