



U.S. History A
Course and Grading Requirements

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 Email contact will result in quicker responses.

Textbook: Pursuing American Ideals by TCI History Alive! \$75 if lost.
 A classroom set will be available to use in school. You may check out a copy of the book or access an online copy. 1-The online version is accessible by clicking the following link - http://student.teachtci.com/student/sign_in

2-Enter your teacher's email address _ Alexandra.Hary@ahschools.us

- 3- Create a username according to the following format: FirstName_LastNamePeriod#. For example: billy_smith5
- 4-Create a password _ use your student ID. 5-SAVE your username & password!!! _ Make it a contact in your phone!

My Website: You will find many useful materials posted on this site: calendar, due dates, syllabus, lectures, daily assignments, reviews, activities. The website is <https://sites.google.com/a/ahschools.us/u-s-history/>

Course Overview: The U.S. History is a chronological approach to major historical concepts and themes in America’s cultural, social, economic, and political experience. Throughout the course, students will learn about the individual experiences of ordinary women, men, and children as well as intellectual, political, and cultural leaders. A major theme of this course will be a study of the diverse people who have created the American story.

Trimester A	Trimester B
Establishing an American Republic	WWII and Postwar America
Immigration and Industrialism and their Impact	The Cold War
Expanding American Global Influence	The Civil Rights Movement
The Roaring Twenties and Great Depression	The Making of Modern America

Grades: Your grade is a result of your scores on tests, quizzes, daily assignments, research projects, class participation, and time use. The system used in this class for grading is a percentage system.

Grading Percentage System	Approximate Percentages of Work	
90%-100% = A	Formative & Summative Tests	50%
80%-89% = B	Critical Analysis Assessments	25%
70%-79% = C	Daily Homework	15%
60%-69% = D	District Final	10%
59% -lower = F		

Course Requirements/Guidelines:

1. *You will need a single subject notebook and folder for this course.* Label it with your name, course title, and teacher’s name.
2. Class work and assignments are designed to prepare you for future assessments. Having missing work will not only hurt your performance on these assessments, but will also result in stress and anxiety down the road. Time management skills and organization are important to being successful in this course.
3. Missing class is an obstacle to learning. Make-up work is the responsibility of the student. If you are absent for any reason, make sure to check the classroom board and talk with me. It is a matter of courtesy to alert your instructor when you know you will be absent.
4. Attendance on field trips is at the teacher’s discretion; field trips are a privilege, not a right.
5. Each unit will have a common assessment and/ or project.

What will make you successful in this class?

- Follow all of Anoka Hennepin School District 11 & Building Student Handbook policies
- Bring materials to class: something to write with, textbook, folder for History items only
- Positive participation: what it looks like:
 - Respectful behavior to teacher, classmates and yourself
 - Listen when others speak-give them your complete attention
 - Share when appropriate-ask relevant questions
 - Take turns, allow people to finish speaking before you jump in
 - Appropriate language
 - Use time productively-if I give you class time to work on, use it! It's rare!
 - Doing your fair share in group settings

Overall History Learning Targets

- I can analyze and interpret primary and secondary sources.
- I can evaluate credibility and bias of historical sources.

Unit 1: Establishing an American Republic

- I can identify the contributions and impacts of the Columbian Exchange including its long term impact on Native Americans.
- I can evaluate the principles and ideals expressed in America's founding documents.
- I can evaluate who was included in the phrase "We the people" within the preamble to the Constitution as a result of the Revolutionary War .
- I can identify manifest destiny and describe its impact on affected peoples.
- I can analyze the process by which enslaved African Americans achieved emancipation.
- I can list the key results of the Civil War and identify the key questions facing the newly reunited nation.
- I can debate the successes and failures during the Reconstruction Era.

Unit 2: Immigration/Industrialism and its Impact

- I can explain the patterns of and reasons for immigration.
- I can explain the social and economic cost of immigration.
- I can describe the key factors that allow industry to grow.
- I can debate the positive and negative impact of industry on the American workers.
- I can identify and assess the social, political, and environmental problems that the Americans faced as a result of immigration and industrialism and explain how the Progressives addressed them.

Unit 3: America Becomes a World Power: Imperialism & WWI

- I can define imperialism and evaluate why and how the America became an imperial power.
- I can identify the causes for US involvement in WWI and its impact on the home front.
- I can evaluate the impact of WWI and the Treaty of Versailles on the foreign policy.

Unit 4: The 1920's & Great Depression

- I can explain the significant changes for African Americans in the 1920's, how those changes led to the Great Migration and Harlem Renaissance, and the long term impact of those changes on America and Americans.
- I can analyze the social, economic, and religious tensions that divided Americans.
- I can explain why women needed the vote, how they achieved suffrage, and the impact of the 19th amendment
- I can describe the economic causes and human impact of the Great Depression.
- I can explain the changing role of the federal government as a result of the Great Depression.