

American History

Fall 2021



Contact Information and Communication Codes:

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Google Classroom:

- 2nd Period: mrwgddp
- 3rd Period: 3hzlbque
- 4th Period: hgqzw1

Remind: text @832994 to 81010

Google Voice: (919) 926-9596

Mr. Phillips in his Dumbledore hat, Spring 2021

Google Meet:

- 2nd Period:
[https://meet.google.com/lookup/ht66qcewpm
?authuser=0&hs=179](https://meet.google.com/lookup/ht66qcewpm?authuser=0&hs=179)
- 3rd Period:
https://meet.google.com/lookup/fcl554yz4e?a_uthuser=0&hs=179
- 4th Period:
[https://meet.google.com/lookup/ei56awegoh?
authuser=0&hs=179](https://meet.google.com/lookup/ei56awegoh?authuser=0&hs=179)

Course Overview:

North Carolina has adopted a new statewide Social Studies curriculum for the 2021-2022 school year. The former American History I and American History II courses have been condensed into a single one-semester American History course.

This course examines the formation of the United States of America and the American political system, U.S. territorial growth and social reform, the American Civil War and Reconstruction, and the political, economic, social and cultural development of the United States from the late 1800s to the present. It traces the changing ethnic composition of American society; the movement toward greater civil equality for minorities; and the emergence of the US as a major world power.

This course is divided into ten time periods. The first three time periods quickly review content students should have learned in the former American History I course, which many of you have taken. The remaining seven time periods cover content from the former American History II course.

c. 1763-1815 explores the [**American Revolution**](#) and War of Independence from Great Britain, the creation of the new federal government of the United States of America under the [**Constitution**](#), and the new nation's early years from Washington's Administration through the War of 1812 during the [**Federalist Period**](#).

c. 1815-1849 explores American [**Expansion and Reform**](#) following the War of 1812, including the growth of American nationalism; economic and industrial development; and expansion of political participation. It also surveys social and religious reform movements, westward expansion through the Mexican-American War, and the impact of American slavery.

c. 1850-1877 investigates the issues that led to secession crisis and between the United States and the Confederate States during the American [**Civil War**](#). It also examines the struggles to rebuild the nation during [**Reconstruction**](#).

c. 1865-1900 Surveys conflicts between settlers, ranchers, miners, Native Americans, and others during the heyday of [**The Western Frontier**](#). It also examines the rapid economic and urban development and widespread corruption of [**The Gilded Age**](#) in the years following the Civil War.

c. 1890-1920 Saw a push for widespread social, economic, and political reform at the turn of the 20th century through [**Progressivism**](#). The US adopted a new role as a global power during the era of [**Imperialism and the First World War**](#).

c. 1920-1941 Investigates the prosperity and social changes of the [**Roaring '20s**](#) which was followed by the catastrophic [**Great Depression**](#) and Franklin Delano Roosevelt's New Deal response.

c. 1941-1962 Examines the United States' role in the fight against Nazi Germany, Fascist Italy, and Imperial Japan during [**The Second World War**](#) followed by its global struggle against communist forces in the Soviet Union, Eastern Europe, China, and Korea during [**The Early Cold War**](#). These years also witnessed major domestic economic growth and cultural changes in the postwar years.

c. 1950-1975 . Lyndon Johnson introduced a legislative program called [**The Great Society**](#) to guide the nation through the turbulent social transformation and political unrest of the 1960s and [**The Vietnam War Era**](#).

c. 1968-1991 Explores American domestic and foreign challenges the United States faced during [**The Late Cold War**](#).

c. 1991-Today [**The Culture Wars**](#) epitomize the political and social polarization between left-wing liberal Democrats and right-wing conservative Republicans. It also investigates the US response to 9/11 and neoconservative foreign military interventions during [**The War on Terror**](#).

Rules and Expectations

1. Be kind. Act interested. Follow directions.
2. Sit only in your assigned seat. When COVID-19 cases break out, we must be able to contact trace.
3. Wear your mask. It should cover your nose, mouth, and chin at all times. Food and drinks are not permitted.
4. Only one individual may use the restroom at a time.
5. Silence electronic devices. Devices must be put away when instructed to do so.
6. **Polite, civil behavior** is expected! Practice good netiquette. This includes but is not limited to:
 - a. **Use respectful language.** Profanity, racist, sexist, homophobic, and other offensive or judgmental comments will not be tolerated.
 - b. **Please mute your microphone** when joining meetings, unless asked to do otherwise.
 - c. **Use formal academic English language** when writing, including proper capitalization, punctuation, and spelling to ensure your message is communicated effectively.
 - d. **Answer messages within 24 hours or less.** If it you will take longer to compose a reply, send a brief response to the sender to tell them that.
 - e. **DO NOT TYPE IN ALL CAPS!**
 - f. Attempt to **find your own answers** before asking others.
 - g. Share, but **don't overshare.** All WCPSS rules regarding inappropriate content apply to remote learning.
 - h. **Respect others' privacy.** Don't forward sensitive emails or share private pictures or videos. Use BCC (blind carbon copy) on large group emails to hide recipients' addresses.
 - i. **Be mindful of online posts you make public** and be inclusive. If you have a joke or comment for one or a few individuals, send a private message.
 - j. **Fact-check** before reposting! Before you share controversial information, verify it with Politfact, Snopes, FactCheck.org, OpenSecrets.org, or another fact-checking website.
7. **Your participation is essential to your success!** This means:
 - a. read **everything** thoroughly for detail!
 - b. log into Google Classroom daily and following the latest directions in the classroom stream
 - c. adhere to the semester schedule without falling behind or working ahead
 - d. keep up with readings and assignments, study vocabulary, and watch assigned videos
 - e. participate in daily instruction including collaborating with classmates in small group work and joining online discussion threads
 - f. submit work in the proper location; if asked to turn something into Google Classroom, don't send it through Remind or email. Don't make me hunt your work down.

Grading Policies

Grading scale:	Honors category percentages:	Academic category percentages:
A: 100-90%	• Homework - 15%	• Homework - 15%
B: 89-80%	• Classwork - 20%	• Classwork - 30%
C: 79-70%	• Quiz - 25%	• Quiz - 25%
D: 69-60%	• Test/Project - 40%	• Test/Project - 30%
F: 59-0%		

Assignments

1. Assignments that are submitted on time and meet minimum completion requirements will receive no less than a 50%.
2. Assignment submissions are timestamped digitally. Late assignments received after a deadline will be accepted for a maximum of 70% of the grade they would have received if turned in on time for academic students and 60% of that grade for honors students.
3. Missing work will be accepted up to the day of a unit assessment for honors students. Missing work will be accepted up to one week prior to the end of the grading period for academic students.
4. All students will have the opportunity to recover grades through completing alternative assignments to demonstrate mastery, turning in missing work, and/or completing retests.
5. Students with a score of 84% or below on a test may retest one time for a maximum test score of 85%.
6. Extra credit will not be offered.

WCPSS Honor Code Policy

Honor Code Policy (4310) states: "Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning."

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

Prohibited Behaviors

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.
2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.
3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.