

Course Title: Advanced Placement United States History

Course Description: This one year college course examines the major political, social, economic, and religious themes that have contributed to the development of the United States. This course is organized chronologically and aims for students to grow in their understanding of the historical development of the United States and its people. Focus is placed on the examination of the detailed content of the course through the development of students critical thinking skills. Additional emphasis is placed on the improvement of writing skills through the use of document-based and free response questions in preparation for the AP examination. ***Students completing the course will be required to take, complete, and pay for the Advanced Placement examination in May; any student who does not take and complete the exam will not have the AP notation on their official school transcript.*** A summer reading assignment, a major term paper, and outside readings will be required. College credit may also be earned through an arrangement with St. Mary's University of Minnesota PACC Program.

- **St. Mary's H113 U.S. History to 1865 (3 credit hours)** - *This course offers an introductory survey of the multi-cultural history of the United States from the earliest human settlement around 13,000 B.C. to the end of the Civil War in 1865. It introduces students to the diversity of peoples that came to inhabit North America, such as Native Americans, early colonizers from a variety of European nations, slaves from Africa, and the various waves of immigrants that enriched the American population prior to the Civil War. It introduces students to the various historical periods historians recognize, such as the pre-Columbian era, the Colonial period, the era of the American Revolution, the Early Republic, antebellum America, and the era of sectional conflict and the Civil War. The course also introduces students to many of the people, voices, ideas, beliefs, events, and larger historical developments that shaped American history. And it emphasizes the tension that has existed throughout American history between, on the one hand, the forces that work to create a single, unified country out this multiplicity of cultures, and, on the other hand, the forces that threaten to undermine and tear apart the great republican experiment that is the United States*
- **St. Mary's H114 U.S. History Since 1865 (3 credit hours)** - *This course is the second half of the American history survey from the Civil War through the Bush Administration. Lectures, readings and class activities will supply both a broad pattern of change over time as well as specific analyses of significant events and people. In class discussion and writing analysis you will be encouraged to think critically about the history of the United States in terms of nationhood and peoples' experiences.*

General Remarks: This course is intended to prepare students for the A.P.U.S. History exam in May. It is a demanding college level course and each student is expected to go above and beyond any standard regular U.S. History course. This course assumes that students will acquire most of the content independently separate from what takes place in the classroom. A considerable amount of time on the student's part with college level work habits and proper attitude is necessary. Considering the amount of information and time constraints please do not presume to cover it all. This course will force the student to carry a great deal of the burden. The student's commitment and interest will produce a positive result on the A.P.U.S. History exam.

Course Requirements:

1. Placement in AP U.S. History is dependent on : recommendation of the teacher, honors status with a "B" average in prior English and Social Studies courses or an "A" average in regular English and Social studies courses.
2. Required Texts:
 - Bailey, Thomas; Kennedy, David; and Cohen, Lizabeth. The American Pageant: A History of the Republic 14th ed. Boston: Wadsworth Cengage Learning, 2010.
 - Henry, Michael. Threads of History: A Thematic Approach to Our Nation's Story for AP U.S. History. Saddle Brook, NJ: People's Publishing Group, 2005.
 - Newman, John J. and Schmalbach, John M. United States History: Preparing for the Advanced Placement Examination. New York: Amsco School Publications, 2008.
 - Piehl, Mel. Guidebook: A Manual for Students, 14e. Boston: Wadsworth Cengage Learning, 2010.

3. Additional materials include: iPad, black/blue/red pens, pencils, loose-leaf paper, manila folder, and a two inch binder with dividers containing all notes, homework, essays/projects. *(These required materials are to be brought to class every day—no exceptions).*

Supplemental Readings and Resources: Handouts, lesson plans, various articles, essays, reports, primary sources, and other assignments will accompany every unit from the following resources.

- Belohlavek, John and Kramer, Steve. Document-Based Questions Practice for the American Pageant. N.Y.; Houghton Mifflin Co., 2005.
- Caliguire, Augustine, Kellar, Allan J., Leach, Roberta T., and Wasowski, James. U.S. History Book 1: America: Creating the Dream Beginnings – 1865. The Center For Learning, 2005.
- Feder, Bernard. Viewpoints U.S.A. New York: Litton Educational Publishing, Inc., 1972.
- Leach, Roberta and Caliguire, Augustine. Advanced Placement U.S. History I – the Evolving American Nation-State, 1607-1914. The Center for Learning, 1999.
- Leach, Roberta and Caliguire, Augustine. Advanced Placement U.S. History II – Twentieth Century Challenges, 1914-1996. The Center for Learning, 1999.
- Leach, Roberta and Ghiandoni, Mary Ann. U.S. History Book 2: The Emergence of Modern America, 1866-1920. The Center for Learning, 2006.
- Leach, Roberta, Szabo, Nancy, Vacha, J.E. U.S. History Book 3: Prelude to Present, 1920 – 1960. The Center for Learning, 2002
- Leach, Roberta J., McCarthy, Bonnie, Vacha, John. U.S. History Book 4: Seeking New Directions, 1960-1990. The Center for Learning
- Kovacs, Mary Anne, Leach, Roberta, Miller, Douglas, and Ritter, John. Twentieth Century Challenges 1914-1996. The Center for Learning, 1999.
- Shi, David E. and Mayer, Holly A. For The Record: A Documentary History of America, Vol. I & II, 2004.
- Spoehr, Luther and Fraker, Alan. Advanced Placement U.S. History Examination-Teaching and Learning with The Document Based Question. College Entrance Examination Board 1995.
- Weatherbie, Ken L. Mapping America: A Guide to Historical Geography Vol. I and Vol. II. New York: Longman, 1998

Course Objectives: It is hoped that the student

- 1) will be able to compare and contrast the many divergent ethnic, cultural, and religious forces brought here by individuals who sought a new way of life.
- 2) will be able to discuss and dispute the fact that Americans did not always make the correct choice: i.e. the genocide carried out against Native Americans; the internment of American citizens of Japanese descent in World War II, the treatment of blacks, the oppressive years of slavery and discrimination of other minorities.
- 3) will be able to understand how industrialization, urbanization, and technology has changed the United States from a rural society to a modern industrial power.
will be able to examine and analyze American participation in wars, including America's justification for involvement and the consequences of those wars.
- 5) will be able to evaluate and critique the role of American women in U.S. History.
- 6) to develop the following skills:
 - a. Use a basic and comprehensive working vocabulary
 - b. Select facts from the printed page and organize them (reading notes)
 - c. Consult standard references and other sources including primary sources and find his/her way to the library and computer lab.
 - d. Interpret maps, globes, charts, and graphs.
 - e. Listen attentively to his/her classmates and outside speakers.
 - f. Demonstrate the taking of concise, intelligent notes on what is heard in class (lectures).
 - g. Separate fact from fiction and eliminate stereotypes.
 - h. Speak with clarity and poise.
 - i. Discuss the content and material thoughtfully and connect past issues with present concerns.
 - j. Organize his/her thoughts on paper with proper attention to grammar and punctuation.
 - k. Formulate, gather, and evaluate information of trends that have shaped our world.

- l. Analyze and solve historical problems with critical thinking.
- m. To develop and an introductory paragraph and thesis.
- n. Develop a paragraph and complete a term paper defending a thesis.
- 7) Prepare in depth for the multiple-choice questions on the A.P.U.S. History Exam.
 - a. Prepare and practice for the free response and D.B.Q. essays on the A.P.U.S. History Exam.
 - b. Be able to analyze, synthesize, and write a lucid essay from a DBQ – Document Based Question.
 - c. Synthesize and chart information in U.S. History available on the internet as research projects.
 - d. Analyze and interpret the interrelationship between economic, societal, and political changes in U.S. history.
 - e. Understand a sampling of American historiography and how various authors were affected by their social milieu.

Course Outline: Semester I (U.S. to 1860 Honors Course)

Unit 1: Colonialism

- A. Physical Characteristics and Landscape of North America.
- B. Age of Discovery and Settlement of North America.
 - 1. First Americans
 - 2. Spanish, French and English colonies and its characteristics.
 - a. Jamestown
 - b. Plymouth

Text: Bailey and Kennedy, Chapters 1-4

Map: Weatherbie Vol. I – “Physical and Political Setting” and “England’s North American Colonies in 1700”

Activities: (The Center for Learning)

Lesson 1 – “The Three Colonial Sections – One Society or Three?”

Lesson 2 - “ From Authority to Individualism”

Video: “The Columbian Exchange” – w/study guide

C. English Colonial Rule

- 3. Mercantilism – Navigation Acts
- 4. Era of Benevolent Neglect
- 5. Colonial self-government
- 6. British protection

Activities: (The Center for Learning)

Lesson 3 – “British Colonial Policy” – A tradition of Neglect”

Lesson 5 - “The Colonies in 1763 – A New Society”

Lesson 6 - “British Mercantilism: A Path to Colonial Economic Opportunity”

- 7. New England colonies and its growth
- 8. The Middle or “Bread Colonies”
- 9. The Southern colonies and the Chesapeake country.
- 10. Colonial culture
 - a. Family
 - b. Religion – Puritanism – “The Great Awakening”
 - c. Economy
 - d. Ethnicity
- 11. The British Democratic Heritage
 - a. Magna Carta
 - b. English Bill of Rights
 - c. Growth and Evolution of Parliament
- 12. Early Democratic Colonial Institutions
 - a. Mayflower Compact
 - b. Virginia House of Burgesses
 - c. New England Town Meeting
 - d. Fundamental Orders of Connecticut

Readings: Feder, Viewpoints U.S.A. p. 2-15

“How did Democracy Develop in Colonial America?”

Activities: (The Center for Learning)

Lesson 5 – “The Growing Religious Pluralism in Colonial America”

Lesson 6 - “The 17th Colonial Family”

Lesson 7 - “ Puritanism and the Work Ethic

Unit 2 - The Road to Revolution

Text: Bailey – Chapters 5-7

A. French-Indian War (1754-1763)

B. Albany Plan

C. Treaty of Paris, 1763 and its significance

Reading/ Activities: Shi. For the Record/with review questions
 “ The Albany Congress (1754)”
 “Report on the Expedition to Fort Duquesne”

- D. England tightens control and Americans react
 - 1. Proclamation Act of 1763
 - 2. New Taxes, Stamp Act, Declaratory Act, Townsend Acts
 - 3. Colonial Protests and Disobedience
 - a. Boston Massacre
 - b. “Sons of Liberty” – Sam Adams
 - c. Boycotts and demonstrations
 - d. Boston Tea Party
 - e. “Intolerable Acts”

Readings/Activities: Feder. Viewpoints: U.S.A. p. 18-32
 “What were the Causes of the American Revolution?”
Centers for Learning – Lesson 7 – “The Path to Revolution, 1763-1776”

- E. The American Revolution
 - 1. First Continental Congress
 - 2. Lexington Concord
 - 3. Declaration of Independence
 - 4. Military Conduct of War
 - a. Campaign Battles
 - b. French Alliance
 - c. Treaty of Paris, 1783

Handouts: Writing the Thesis Statement
 Guidelines for writing D.B.Q. based questions
 **D.B.Q. on the American Revolution*
 **Question – A radical altercation in American political ideas and institutions -*
 a conservative movement?

Unit 3 – Formation of a New Nation

- A. The Articles of Confederation and the Critical Period
 - 1. Strengths
 - 2. Weaknesses – “Shay’s Rebellion”
 - 3. Steps leading to the Constitutional Convention in
 - a. Mt. Vernon
 - b. Annapolis
 - c. Philadelphia
- B. The Philadelphia Convention
 - 1. Drafting the Constitution
 - 2. Compromises and Conflicts
 - 3. Fight for Ratification
- C. Washington’s Presidency
- D. Hamilton’s Financial Program
- E. Foreign Affairs
 - 1. Genet Affair
 - 2. Proclamation of Neutrality
 - 3. Whiskey Rebellion
 - 4. Jay and Pinckney Treaties
 - 5. Farewell Address

Text: Chapter 8-10

Video: “The Man Who Would Not Be King” with the study guide.

Activities: (The Center for Learning)

Lesson 10 – “The Articles of Confederation- Challenge of Sovereignty.”
 Lesson 12 - “The Foundations of American Foreign Policy”.

Lesson 13 – “The Development of Political Parties”.

Unit 4 – Jeffersonian Democracy

- A. Personality and Philosophy
- B. Louisiana Purchase
- C. Tripolitan War
- D. John Marshall and the Supreme Court
- E. Causes of the War of 1812
- F. Madison’s Presidency
 - 1. War of 1812 – “A Comedy of Errors”
 - 2. Hartford Convention
 - 3. Treaty of Ghent
 - 4. Battle of New Orleans
- G. Era of Good Feeling and Growth of American Nationalism (1815-1824): Monroe’s Presidency
- H. Panic of 1819
- I. Missouri Compromise
- J. J. Cotton Becomes King
- K. “Purchase” of Florida
- L. Monroe Doctrine
- M. Rise of Sectionalism
 - 1. Election of 1824 – “Corrupt Bargain”
 - 2. North and South – two divergent cultures
 - 3. Slavery and the “peculiar institution” in the South
 - 4. Industry, Labor, and Immigration in the North.

Text: Chapter 11-12

Video: Biography of Thomas Jefferson with study guide

Readings: Feder pp. 93-103 - “What Were the Causes of the War of 1812?” - Historiography.

Map: Weatherbie: The War of 1812

Activities: (The Center for Learning)

Lesson 18: “The War of 1812; Nationalism in the Making”

Lesson 17: “Legacy of the Federalists”

Lesson 19: “Clay’s American System”

Lesson 20: “McCulloch vs Maryland; A Case Study”

Unit 5 – The Age of Jackson

- A. Political Reforms
- B. Nullification Crisis – Tariff
- C. Struggle with the National Bank
- D. “Trail of Tears”
- E. Van Buren and the Panic of 1837
- F. Art, Literature, and Religion in the 1830’s
 - 1. Humanitarian Movements
 - 2. The “Second Great Awakening”
 - 3. Reforms: Education, Prison, Temperance, Feminism, Abolitionism
 - 4. Religion Revivalism – The Mormons
 - 5. The Transcendentalists – Emerson –Thoreau

Text: Chapters 13 – 17

Video: Biography of Andrew Jackson with study guide

Activities: (The Center for Learning)

Lesson 18 – “The Evolution of Democracy from Jefferson to Jackson

Lesson 19 – “Purifying the Nation”

Lesson 21 – “Andrew Jackson: An Enigma”

Lesson 23 – “The Second Great Awakening: The Basis for Reforming Society”.

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Unit 6 - Manifest Destiny

- A. Texas Annexation
- B. "54-40" – Fight in Oregon
- C. California and the Missions
- D. James K. Polk and the Mexican War
- E. Treaty of Guadalupe – Hidalgo-1848
- F. Wilmot Proviso and the question of slavery
- G. Gadsden Purchase, 1853

Text: Chapters 18-19

Video: The Real West: The Mexican War

Activities: (The Center for Learning)

Lesson 20 – "The Mexican War – Was it in the National Interest?"

Lesson 21 – "Westward Expansion – A Force for Unity or Division?"

Lesson 32 – "American Expansion: The Westward Push"

Map: Weatherbie #18 – "Territorial Expansion to the Civil War"

Unit 7 – Slavery and Sectionalism, and the Frightful Fifties

- A. Compromise of 1850
- B. Uncle Tom's Cabin
- C. Kansas-Nebraska Act – 1854
- D. Bleeding Kansas – Lecompton Constitution
- E. Birth of the Republican Party
- F. Weak and Incompetent Presidents – Taylor, Fillmore, Pierce, and Buchanan
- G. Sumner-Brooks Incident
- H. Dred Scott Decision
- I. Lincoln-Douglas Debates
- J. John Brown's Raid
- K. Election of 1860
- L. Lincoln, secession, and Ft. Sumter

Text: Chapters 17-20

Handout: D.B.Q. – "Slavery and the Civil War, 1846-1860" a valid statement?

Activities: (Center for Learning)

Lesson 22 – "Compromise and Conflict – The Road to War"

Lesson 28 – "The Abolitionist Crusade"

Lesson 33 – "New Perspectives on Slavery"

Lesson 34 – "Fanaticism in the Fifties"

Lesson 35 – "Presidential Leadership in the 1850's"

Lesson 36 – "The Election of 1860"

Course Outline: Semester II (Fall Semester of APUSH)

Unit 8 - Civil War and Reconstruction

- A. Titles
- B. Advantages North and South
- C. Foreign Affairs and Politics
- D. Military Strategy, Campaigns, Battles
- E. Home Front

Text: Chapters 21 –23

Map: Weatherbie "The Civil War" Vol. 1

Video: Exert from Ted Turner's "Gettysburg" – Pickett's Charge

Readings: Shi – For the Record "Letters from a Confederate Officer" (1862)

"Diary of a Union Soldier (1862)"

"Appomattox, Virginia (1865)"

- F. Reconstruction to 1877

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- G. Radical Republicans
- H. 13th, 14th, 15th Amendments
- I. Impeachment of Andrew Johnson
- J. Compromise of 1877 and end of Reconstruction

Reading: Summer Assignment: *A Short History of Reconstruction* by Eric Foner
(Compare Foner interpretation of Reconstruction with
Bailey-American Pageant)

Activity: (Center for Learning) Lesson 24 – “Reconstruction – The Two Views”

Unit 9 - America Takes Shape: The Gilded Age and the Progressive Era

- A. The New South Redeemers – Jim Crow
- B. Settlement of the New Frontier and the American Cowboy
- C. Industrialization and Urbanization
 - 1. The Robber Barons” and the Trusts
 - 2. The “New” Immigration
 - 3. Political Reform
 - a. Populism
 - b. Progressivism
 - c. Unionism

Text: Chapters 24-28, 31, 32 up to page 710

Activities: (Center for Learning)

Lesson 25 – “Emergence of Industrial America”

Lesson 28 – “The Philosophy of the Industrialists”

Lesson 11 – “Development of Railroads”

Lesson 14 – “Politics of the Gilded Age”

Lesson 27 - “National Government in the late 19th Century: Sham of Democracy”

Lesson 7 - “The American West: When Cattle Was King”

Lesson 8 - “Heroes of the West”

Lesson 9 - “Indian Wars: Interpretations of the San Creek
Massacre”

Lesson 17 - “Problems in the Cities”

Lesson 30 - “Labor Unions – The Failure to Gain Public
Acceptance”

Lesson 31 - “The Farmer’s Dilemma: To Produce or Not to Produce

Lesson 32 – “The Populist Movement – Value of Third Parties”

Lesson 38 - “Reform and the Progressivism”

Lesson 40 - “Progressivism – Liberal Reform or Conservative Reaction?”

Handouts: D.B.Q. Question: Reactions to Jim Crow (1880 –1910)

D.B.Q. – Immigrations Laws, 1890 – 1925

Readings: Feder, *Viewpoints* Immigration: Should the Golden Door Be Closed?
pp. 225 – 248

Unit 10 - U.S. Imperialism and World War I

Text: Chapters 29-30, 32 (pp. 710-719)

- A. The ideas of Turner, Mahan, Strong
- B. Yellow – Press
- C. The Spanish-American War
- D. The Philippines Debate
- E. The Far East, John Hay and The Open Door
- F. Hawaii Annexation
- G. T. Roosevelt, “Big Stick”, Panama Canal
- H. Taft and Dollar Diplomacy
- I. Wilson and Foreign Affairs
 - 1. Hunt for Pancho Villa
 - 2. Moral Diplomacy

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3. U.S. entrance in the Great War
4. 14 points and Treaty of Versailles

Readings : *Feder, Viewpoints. "Why did the United States Enter World War I? pp. – 313 – 332*
Shi, For The Record

"Zimmerman Note 1917"
"The War and the Intellectuals"
"The Profits of War"
"I Remember the Last War"

Activities: (Center for Learning)

Lesson 22 – "The Philosophy of Interpretation"
Lesson 23 - "Causes of Spanish-American War"
Lesson 24 - "America's New Role as a World Power"
Lesson 25 - "U.S. Foreign Policy in Latin America 1900-1917"

Map: Weatherbie. Vol II – "American Empire"

Videos: *Biographies of Theodore Roosevelt and Woodrow Wilson w/study guides*

Course Outline: Semester III (Spring Semester of APUSH)

Unit 11 - 1920's and 1930's

A. The 1920's

1. Moral Revolution
2. Prohibition, Nativism, K.K.K.
3. Political Conservatism – "Return to Normalcy"
 - a. Hardings's scandals
 - b. "Silent Cal"
4. Foreign Policy – isolation and rejection of the League of Nations
5. Hoover and the Market Crash

B. Great Depression – Causes and Effects

Text: *Chapters 34 – 36*

Activities: (Center for Learning)

Lesson 39 – "Treaty of Versailles: A Peace to End All War"
Lesson 1 - "1970 The Urbanization of America"
Lesson 2 - "Culture Shock – The Farmer Fights Back"
Lesson 3 - "The Business of America"
Lesson 6 - "The New American Woman"
Lesson 7 - "Inventing a New Kind of Hero for the Masses"
Lesson 10 - "The Depression: Were we all at Fault"

Readings: *Feder, Viewpoints: Great Depression p. 350-356 "Government Intervention or Not"*

Video: *The Century: America's Time with Peter Jennings – "Boom or Bust"*

Unit 12 - F.D.R. – The New Deal and World War II

- A. Franklin D. Roosevelt – persona and philosophy
- B. 100 days – "alphabet agencies"
- C. Critics, left and right
- D. Labor unrest/labor prevails
- E. "Packing the Court"
- F. Road to World War II
 1. Fascism as world force
 2. U.S. Isolationism: America First, neutrality
 3. Pearl Harbor
 4. Military conduct of war in Europe and the Pacific
 - a. Midway

- b. D-Day
- 5. Holocaust
- 6. The Bomb

Text: Chapters 36 – 38

Activities (Center for Learning)

- Lesson 10 – “The New Deal – Document Based Questions”*
- Lesson 13 - “The New Deal: Overhaul or Overthrow?”*
- Lesson 15 - “Big Labor “Comes of Age in the 1930’s”*
- Lesson 19 - “American Reactions to Fascist Aggression”*
- Lesson 14 - “Pearl Harbor – Interpretations of History”*
- Lesson 15 - “Japanese – American Internment”*
- Lesson 16 - “The United States and the Holocaust”*

Maps: 15 – Weatherbie, Vol. II World War II in Europe and North Africa

16 - Weatherbie, Vol. II World War II in the Pacific

Video: The Century: America’s Time with Peter Jennings – “Civilians at War”

Unit 13 - The Cold War

- A. Harry Truman & Dwight Eisenhower
- B. Cold War Psychology
- C. The McCarthy Era
- D. Civil Rights and Brown vs. Board of Education
- E. Containment in Europe and Middle East
- F. Marshall Plan and NATO
- G. Mao-Tse-Tung - Chinese Revolution
- H. Korean War – MacArthur
- I. The Fabulous Fifties

Text: Chapters 39 - 40

*Activities: D.B.Q. – Question – “Values in the 1950’s” – David Halberstam
“An orderly era?”*

Term Paper – topics after 1945 will be assigned. Paper due at end of quarter.

(Center for Learning)

- Lesson 26 - Yalta: Bargain or sellout?*
- Lesson 27 – The Decision to Drop the Bomb*
- Lesson 19 – “The Truman Doctrine”*
- Lesson 20 – “McCarthyism and the Climate of Fear”*
- Lesson 30 - Korea: War w/o Victors”*
- Lesson 36 - “An Age of Consensus”*

Readings: Shi. For the Record

“The Organization Man (1956) Wm. Whyte, Jr.

“Farewell Address” (1961) Dwight D. Eisenhower

Unit 14 – The Turbulent Sixties and the Stalemated Seventies

- A. Youth Rebellion – Sexual/drug revolution
- B. J.F.K. and L.B.J.
 - 1. The New Frontier
 - 2. The Great Society
- C. Cuba
 - 3. Bay of Pigs
 - 4. Cuban Missile Crisis
- D. Martin Luther King and The Civil Rights Movement
- E. The Vietnam – quagmire
- F. New Left, Counter-Culture, Feminism
- G. Nixon/Carter Eras
 - 5. China, U.S.S.R. detente

6. Roe v. Wade
7. Watergate crisis and resignation
- H. Carter – the best ex-president
 8. Double digit inflation
 9. Camp David Accords
 10. Iranian crisis

Text: Chapters 41-42

Readings: Article – “What Should We Tell Our Children About Viet-Nam?”

Bill McLoud with study guide.

Activities: (Center for Learning)

Lesson 2 – “The Superpowers and Cuba”

Lesson 7 – “Johnson’s visions of the Great Society”

Lesson 8 – “Two Societies – Separate and Unequal”

Lesson 12 – “1968 – “A Watershed”

Lesson 16 - “The Imperial Presidency”

Lesson 17 - “Watergate”

Lesson 22 - “The Dilemma of Human Rights”

Lesson 23 - “Waging Peace: Camp David”

Lesson 24 - “A Nation Held Hostage”

Unit 15 – Reagan to George W. Bush

- A. Reaganomics
- B. Military buildup
 1. intervention in Lebanon
 2. intervention in Grenada
- C. The Computer Age
- D. Bush and Operation Desert Storm
- E. The legacy of Bill Clinton
- F. The impeachment of Bill Clinton
- G. Operation Iraqi – Freedom
- H. George W. Bush: An evaluation

Text: Chapters 43-44

Video: “The Impeachment of Bill Clinton”

Activities: (Center for Learning)

Lesson 25 – “Reaganomics: The Supply Side Approach”

Lesson 28 – “Evaluating the Presidents”

Lesson 29 – “The Top 40 of Civil Rights Leadership”

Lesson 30 – “The Future of Nuclear Power”

Lesson 32 – “Television: Wonderland or Wasteland?”

Lesson 34 – “A Generation of Progress”?

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TEACHER: Ms. Ashley Kirst

TEACHER AVAILABILITY: Messages can be left for the teacher at extension 277. The teacher can also be reached by email at akirst@saintviator.com. Please note that I only access email when inside the building. Any email communication from a student must be administered through their school/parent approved email address and must be carbon copied to their parents—*emails from students in any other manner will not receive a response*. It is best for students to make arrangements one day in advance to set up a mutually convenient time either before or after school if they need to meet outside of class. Additionally, a website with class information, assignment sheets and study guides can be found at <http://www.quia.com/pages/akirsthome.html>

CLASSROOM POLICY AND PROCEDURES

1. Bring required materials to class each day.
2. Students will sit down in assigned seats at the beginning of class. Any student not in their assigned seat at the bell will be considered tardy.
3. Students entering class after the bell are required to have a pass from the Dean of Students. Three unexcused tardies will result in a detention.
4. Students are expected to take notes and participate in class activities each day.
5. Students are expected to respect each other and the teacher.
6. Eating, drinking, gum chewing, applying make-up, using cell phones or any disruptive devices is not allowed.
7. iPad usage in class needs to be for academic reasons; the school's iPad policy will be followed.
8. Students must be in dress code when entering the classroom.
9. **Students are to complete their own work unless told they may work together on a specific assignment.** Additionally, assignments are to be in the students own words. Students caught cheating (using another's work, supplying work to another, working with a student when not specifically allowed, plagiarizing, improperly citing sources, **handing in textbook notes found on the internet**, etc.) will receive a grade of failure on the assignment and the school's academic integrity process will be followed.
10. All other school rules apply in this class.

HOMEWORK POLICY

1. There will be nightly reading assignments in the text to prepare students for the next class. Quizzes will be given on all reading assignments. Students are therefore expected to take the textbook home each night and to school each day to complete homework and prepare for tests. Students have the **OPTION** to complete notes that can be used when taking the reading quizzes. If a student chooses to complete notes they **MUST** be **handwritten Cornell style on loose leaf** and taken from the assigned text; notes **MAY NOT be retrieved from other outside sources**. If a student fails to follow these instructions they will receive a grade of failure on the quiz and the school's academic integrity process will be followed.
2. **Homework assignments will not be accepted late.** (If for any reason a student does not have their homework due to extenuating circumstances (ex. an illness, death in family, etc.) and does not wish to be penalized they must see the teacher before school to discuss the matter.)
3. Major projects and essays must be submitted to www.turnitin.com and submitted to the teacher in hard copy. Turnitin.com information can be found on the teacher's webpage.
4. Major projects will be accepted late, but will lose 10% for each day they are late. For example the highest grade a project turned in one day late can receive is a 90%, two days late 80%, three days late 70%, etc.
5. Written homework will be collected at the beginning of class.
6. Tests are announced at the beginning of each unit; therefore the expectation is that students begin preparation for tests in advance.
7. Any assignment turned in without **a name on it or in pencil** will lose a point.

EVALUATION/GRADES

1. Students must keep a binder containing all of their notes, worksheets, essays/projects.
2. The school's grading scale will be used and percentages will be determined from a running total of points.
3. Each quarter counts as 40% of the student's semester grade and the final exam counts as 20% of the student's semester grade.
4. Students participating in the St. Mary's PACC program will be graded A (92-100%), A/B (88-91%), B (82-87%), B/C (78-81%), and C (70-77%).

ATTENDANCE/ABSENCE

1. Regular attendance is expected.
2. Students are responsible for making up all missed work. (See number 4 under Homework Policy)
3. Students are to see the teacher **before class** on the day of their return in order to schedule makeup work and tests. Approaching the teacher during class regarding makeup work is not acceptable.
4. Assignments are given at the beginning of each unit and can also be found on the teacher's website. All work assigned prior to a student's absence is due the day the student returns to class. **Upon their return, students must keep up with the daily assignments in addition to completing make-up work.**
5. Make up tests will be offered in the testing center and are to be taken within the **first two days** of the student's return from an absence. These tests may contain information in a different format than the original test.
6. Work missed due to an extended absence will be dealt with on an individual basis. Arrangements must be made to meet with the teacher the day the student returns to school.
7. **The teacher must be notified in advance of student field trips, in-school meetings/testing, doctor's appointments, retreats, athletic absences, vacations, etc. If the student is in the building at all during the school day any homework or projects that are due that day are expected to be turned in. Students may drop off the work in the History Office room 133 or in the Deans' Office. In addition, if the student is in the building but missing the class period and a test/quiz is being given it is expected that the student takes the test prior to their dismissal from school—arrangements must be made with Ms. Kirst ahead of time.** Otherwise, homework, papers, tests, quizzes that were assigned ahead of time are due the day he or she returns.

Nota Bene: The teacher reserves the right to amend these expectations throughout the year/semester as needed.