

Students and Instructors are accountable for all information on the Course Syllabus, as well as the Institutional Syllabus Addendum, which is located on the Blackboard Site for this course. For further information regarding Library resources, accommodations, and more, please refer to the addendum on Bb.

Instructor Availability

Students may contact me by email, and I will respond within 24 hours. Students can also come to my room from 7am to 8am of at the conclusion of the school day.

Course Description

This course examines the evolution of the United States between 1865 and the present. Emphasis is placed on tracing the development of the American political system, economic institutions, social structure, and culture during the Gilded Age, the Progressive era, the Great Depression, the World Wars, and the Cold War. During the modern era, the U.S. had to confront issues of national integration, upheaval in race/ class/ gender relations, economic change, corporatization, and America's role as a world power. The course ends with a discussion of politics, society, the economy, and information technology in our era

General Education Competency Area (This section is required for General Education Courses)

This CWI course meets Idaho State Board GEM competency requirements in GEM 6 - Social and Behavioral Ways of Knowing.)

Academic Affairs Objectives:

IA Learn to Learn. Students learn that as important as content knowledge is, shaping one's future requires the development of skill in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.

Make Connections. Students learn success in today's interconnected world requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens-

[2 Solve Problems. Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.

[2 Reason Ethically. Students learn that ethical ideas and moral conduct may be understood from many perspectives: as products of historical, cultural, and religious forces, as reflections of human nature, and as personally held attitudes and beliefs. Students learn to articulate ethical self-awareness, ethical issue recognition, and varieties of ethical perspectives to evaluate, create, and live consciously according to their own personal moral values.

Course Schedule

- This course meets every day of the week for the entire school year o Room #50
- This is a year-long course consisting of 2 semesters

Course Objectives and Outcomes

- A. Understand important historical events, individuals, issues, and problems
- B. Analyze evidence to achieve understanding of historical issues and problems
- C. Evaluate and explain national context in which American historical issues and problems take place
- D. Amly knowledge of the Armerican past to understand the present

Outcomes Assessment

Unit Tests and quizzes will account for 75% of the final grade

A signature assignment will account for 25% of the final grade

Grading Policy

- 90-100

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Textbooks and Required Materials

Textbook: The American Vision

Publisher: Glencoe

ISBN: 978-0-877514-7

Year: 2010

Course Calendar

I st Quarter

Unit 1: Reconstruction Test on

Unit 2: Native Americans and the Western Frontier Test

Unit 3: Industrial Age and Urbanization Test

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Unit 4: Progressive Era Test

Unit 5: America and hperialism Test

Unit 6: World War I Test on 12/5

Unit 7: The Roaring 20s Test

Unit 8: The Great Depression Test

Revision date: 8/24/

3rd Quarter

Unit 9: World War II Test

Unit 10: The Cold War Test

Unit 11: Civil Rights Movement Test

4th Quarter

Unit 12: Vietnam Test on

Unit 13: Nixon-Carter Years

Unit 14: Reagan-Obama Years

Course Expectations

- No food is allowed in the classroom
- Water is allowed but no other beverages
- Cell phones are to be put away unless their use is required in class
- Respect others

Computer Proficiency Expectations:

Students will be required to use power point and create charts and graphs

Behavioral Expectations:

Every student has the right to a respectful learning environment. In order to provide this right to all students, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Students who disrupt the class or behave inappropriately or disrespectfully, as determined by the instructor, may be asked to leave the classroom.

If conduct continues to be an issue, students may be referred to Student Conduct for judicial action. It is the student's responsibility to check their email to receive notification of any scheduled appointments or other urgent communications.

Academic Honesty:

All work submitted by a student must represent his or her own ideas, concepts, and current understanding.

All material found during research must be correctly documented to avoid plagiarism. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action ranging from failure of the assignment to failure of the course. Repeated acts of academic dishonesty may have more severe institutional ramifications. The consequences for cheating in this class are listed below: o The student will receive a failing grade for the assignment. [You may include your OWTI consequences here]

Laboratory Safety

N/A

Emergency Procedures

The building evacuation instructions are posted by the doorway

