**US History 1877-Present**

**Mr. Brad Strickland**

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**Conference Time: 9:33-10:21 940-202-2536**

**Course Description**

In this course students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

**Course Objectives**

* Students will be able to identify, explain, and give examples of significant developments in American history over a defined span of time, roughly the 1860s to present.
* Students will be able to examine and analyze historical development through knowledge of institutional, social, cultural, and political evolution and change over a defined span of time, roughly the 1860s to present.
* Students will understand the importance of freedom, liberty, and selected founding principles.
* Students successfully completing this course will have a greater appreciation for and a knowledge of the diverse cultural, political, social and economic events that have helped secure America’s singular status on the global stage of the twentieth- and twenty-first centuries.
* Students will gain a greater understanding of America’s strategic role in the course of Western civilization as well as the importance of the past in relating to the present and preparing for the future.

**Required Supplies**

* Spiral notebook
* Folder with pockets
* Writing utensils: pencil, pen, highlighter
* Chromebook

**Text**

* United States History Since 1877- McGraw Hill
* Various online sources and readings

**Google Classroom**

Most of what we do in class on a daily basis will involve the use of Google Classroom. Assignments and assignment submissions will be posted there as well as other things such as the student absence log, warm ups (that will be deleted the day prior to grading), and other documents relevant to the classroom. The classroom code is **ltnsdzu.**

**Homework Policy**

Homework will be assigned at various times throughout the year and it is the student’s responsibility to get these assignments in on time. Depending on class progress, there may be work assigned over the major school breaks if needed. Lunch detentions will be assigned if students fail to consistently turn in work.

**Podcast/Research Question Assignments**

Every month students will either have a podcast assignment or a research question assignment. These are posted in Google Classroom at the beginning of the year and they will stay there throughout the year. The instructions and requirements remain the same all year and the due dates are listed on the documents.

Both of these assignments will be graded as a test grade. Each of these assignments are intentionally very broad as to allow students to find topics and events that truly interest and engage them.

**Grading Policy**

Grades will count as follows:

* 60% Summative (tests)
* 40% Formative (daily grades, warm ups, etc)

We will have a minimum of 9 grades per nine week grading period.

**Late Work, Missed Work, and Redo Policy**

* An assignment is considered late if it is not submitted by the due date and a zero will be given for it. You have **three** school days to submit a late assignment for a 70. After three days the grade will remain a zero.
* If you are absent from class on the day that an assignment is given you have **three** school days to complete and submit the assignment. I have a spreadsheet in Google Classroom that will contain student absences and assignments and the link will be available for students to see.
* I will be flexible on extenuating circumstances but you are required to show agency in those situations.
* Students and parents can keep up with their missing assignments and grades through Parent Portal.
* Cheating or Plagiarism warrants a grade of zero on the assignment, parent contact, and detention.
* If a student makes lower than a 70 on an assignment they will have one opportunity to correct the assignment for a 70. If the student makes lower on the redo they will keep the higher grade. Six week writing assignments are exempt from this policy. Students may not redo a late assignment.

**Attendance Policy**

It is important to attend class and participate in class discussions and activities. Please make sure you follow the district attendance policy in order to earn credit for the course. You must be in class before the bell rings. If you are late you will be marked as tardy on the attendance. It is the student’s responsibility to get make-up work for any class they miss.

**Tutorials**

If a student is struggling with meeting the objectives of the class, tutoring will be available before school from 7:25-7:55 on Tuesday and after school from 3:45-4:15 on Tuesday and Wednesday.

**Classroom Rules**

* Be prepared for class with notebook, writing utensil, and any other required materials
* Display respectful behavior (to yourself, to me, and to the students around you)
* Be responsible
* No phone or electronic devices
* Only liquids in a clear bottle are allowed. Food must be put away at all times.
* Show agency inside and outside of class: Take ownership of your education.

| **U.S. History since 1877 Year at a Glance** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Concept** | **Topics** | | | | **TEKS** | |
| **First Nine Weeks** | | | | | | |
| Foundations | Geography: US physical, expansion to Civil War, political, demographic | | | | 12A, 12B, 13A, 13B, 14A, 14B | |
| Review time periods: Colonial, Revolution, New Nation, Manifest Destiny (1607 to 1860) | | | | 2A, 2B, 2C, 3A, 3B, 3D, 9A, 15A, 22A, 22B, 26B | |
| Founding Documents and fathers; Guiding principles | | | | 1A, 1B, 1C, 14C, 23C, 26E, 21B | |
| Gilded Age | Gilded Age | | | | 2A, 2B, 2C, 3A, 5C | |
| Industrialization | | | | 3B, 14A, 14C, 24A, 24B, 27A, 27C | |
| Immigration/Labor Movement | | | | 3C, 3D, 22C | |
| Progressive Era | Progressives | | | | 5A, 5B, 5C, 15B, 15E, 21B, 21C, 23A, 23B, 23C, 26A, 26B, 26C, 26D | |
| Muckrakers | | | |
| Government Regulations | | | |
| **Second Nine Weeks** | | | | | | |
| US Becomes A World Power & World War I | Imperialism and American Expansion | | | | 2A, 2B, 2C, 2D, 4A, 4B, 15C 4A, 15D | |
| Spanish-American War | | | |
| World War I | | | | 4C, 4D, 4E, 4F, 4G, 13A, 15D, 19B, 19E, 26F | |
| Roaring Twenties | Society of the 20's (Jazz culture, women, entertainment) Politics of Prosperity | | | | 2A, 2B, 2C, 2D, 6A, 6B, 13A, 23B, 25A, 25B  16A, 16C | |
| Great Depression and the New Deal | Stock Market Crash and Causes | | | | 2A, 2B, 2C, 2D, 16B | |
| Surviving the Great Depression/New Deal and its Effects | | | | 12A, 16C, 25A  16D, 16E, 19A, 19B, 20B | |
| **Third Nine Weeks** | | | | | | |
| World War II | Road to war American Entry | | | | 2A, 2B, 2C. 2D, 7A | |
| Military Front/Theaters of War | | | | 7E, 7F, 26F, 27B | |
| Political Front | | | | 7B, 12B, 19E, 24A, | |
| Home Front/Moral Issues/A-Bomb/Internment | | | | 19B, 7C, 7D, 7G, 17A, 25A, 26D 7D | |
| Cold War and Vietnam | Containment and its theaters – Berlin to Vietnam | | | | 2A, 2B, 2C, 2D, 8A, 8B, 8C, 8D, 8E, 8F | |
| Bay of Pigs/ Cuban Missile Crisis | | | | 8A, 8B, 8D | |
| End of the Cold War | | | | 10A, 10B, 10D, 11A | |
| Society and Politics in the 50s and 60s | Early Civil Rights Movement Society in the 1950s | | | | 8B, 9G, 9I, 13A, 14A, 17B, 17C, 24B, 25, 27B, 28A, 28B | |
| JFK and the New Frontier | | | | 23C, 24A, 27B, 28B | |
| LBJ and the Great Society | | | | 17C, 17D, 19B, 23A, 23B, 26A, 27B | |
| Society in the 1960's | | | | 8F, 9E, 9I, 17C, 20A, 24A, 25A, 25B, 25C, 25D, 26F | |
| 1960S Civil Rights Mvt. & Legacy | | | | 9B, 9C, 9D, 9F, 9H, 21A, 21B, 21C, 26A | |
| **Fourth Nine Weeks** | | | | | | |
| Modern America | Presidents Domestic Policies Technology – Space Race  2000 & 2008 Elections | | | | 2A, 2B, 2C, 2D, 10B, 10C, 10E, 10F, 11B, 11D, 11E, 11F, 12A, 14A, 14B, 17C, 19B, 19C, 19D, 21A, 21B, 21C, 23A, 23B, 23C, 24A, 24B, | |
| Presidents Foreign Policies , 9/11  Foreign Policy across the eras  Comparatives between eras | | | | 11A, 12B, 17E, 19E | |
| EOC Review Extension of Learning  Intro to Government | Review 1877-1939 | | | |  | |
| Review. 1939-Present | | | |
| Extension of Learning across the year | | | |
| Preview of Government and Economics | | | |
| Final Exams | | | |

US History standards can be found at: <https://www.teksresourcesystem.net/module/content/search/tcmpc/>

Note: **The content of this syllabus is subject to change in accordance with the needs of the class and/or instructor.**

Acknowledgement Form

I have read the Course Syllabus and understand the policies and expectations for

Mr. Strickland’s class.

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Parent Signature

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Student Signature

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Date