

Syllabus & Pacing Guide

1.) Syllabus

UNITED STATES HISTORY II

SEMESTER 2 OF 2

COURSE DESCRIPTION

United States History II addresses the making of modern America, highlighting the events and issues in United States history from the late Industrial Revolution to modern times. Topics include but are not limited to the Industrial Revolution, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history.

The standards can be taught either chronologically or thematically but are organized into chronological periods. Periodization is an organizational tool historians use to make connections and draw distinctions. Periods are flexible ways of making meaning and sometimes overlap chronologically.

Efforts should be made to help students connect the events and ideas of the past with their lives today. Contextualizing the study of modern America by helping students make connections across U.S. history can enrich and deepen their understanding of their place in the American story.

CIVIL ENGAGEMENT

Civic engagement is one of the fundamental purposes of education. Public schools must fulfill their civic mission to prepare young people for participation in America's democratic republic. The progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems, defend their rights and the rights of others, and balance personal interests with the common good. Social studies classrooms are ideal for fostering civic virtue, considering current issues, learning to act civilly toward others, building a civic identity, and promoting awareness of global problems. These skills, habits, and character qualities will prepare students to accept responsibility for preserving and defending their liberties.

To reach these ends, students should have ample opportunities to:

- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems; engage with solutions to these problems; and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.
- Engage in dialogue regarding American exceptionalism, in the sense of the special character of the United States as a uniquely free nation based on democratic ideals and personal liberty.

FOUNDATIONAL SKILLS

Students should develop history, geography, political science, and economics skills, most notably the ability to construct arguments using the evidence, texts, and tools valued within each discipline. Developing historians' reading, thinking, and writing skills is particularly important in a United States history course. These skills include the ability to think critically about evidence, use diverse forms of evidence to construct interpretations and defend these interpretations through argumentative historical writing. Students will corroborate their sources of evidence and place their interpretations within historical contexts.

Among other elements of historical thinking, students should have opportunities to consider the concept of historical significance. Historians must determine which events in the past are significant enough for study. Led by their teachers, students should have opportunities to consider and discuss the relative significance of diverse events.

These skills are embedded within the standards in places that seem particularly appropriate. However, local educational agencies and/or teachers may use their discretion to integrate skill instruction to meet local needs.

COURSE STANDARDS

Visit the next lesson page for a full list of course core standards.

COURSE SUBMISSIONS

All assignments will be graded through Spark. Any attachments must be made in a Word document file, PDF, or Google Doc shareable link and turned in through Spark or directly to the instructor.

REQUIRED TEXTS

Many lessons and information are taken directly from the Open Education Resource (OER) Open Stax. To access the textbook, click the link: [U.S. History Textbook](#).

GRADING BREAKDOWN

A 94-100%	C 73-76%
A- 90-93%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-87%	D 63-66%
B- 80-82%	D- 59-63%
C+ 77-79%	F 58% or below

GRADED WEIGHT OF SCHOOLWORK

- **Assignments and Papers: 40%**
 - There are a total of 9 assignments and 2 Final Papers.
 - Note that the Final Paper is worth 200 points, whereas the other assignments are 50-100 points each.
- **Quizzes: 40%**

- There are 20 quizzes in total. Each quiz is worth 2% of your final course grade.

- **Post-Assessment Term/Quarter 1 & 2: 20%**

- There are two final term/quarter exams. Each one is worth roughly 10% of your final course grade.
- The questions on the post-assessments come from the same question bank as the quizzes.

INSTRUCTOR EXPECTATIONS AND PACING

A typical semester course at a traditional high school requires 80 hours in total, which is 40 hours per term. Since this is a self-paced course, it may take you longer or shorter to complete. You are expected to spend 3-5 hours each week and submit at least one unit each.

Students can complete the course at a pace that best suits them. The students will be responsible for completing and turning in all assignments according to their needs. However, make sure to look at your school's deadlines, to ensure that you are completing courses on track.

Parents/Guardians will be able to observe and view their student's progress through Spark upon request.

It is suggested that you put the assignments in your calendar at the beginning of the semester so you know which work to complete each week.

Week 1	Unit 1: Welcome! <ul style="list-style-type: none"> • Make sure to read the syllabus.
Week 2	Unit 2: World War II (Beginnings - 1941) <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: Causes of World War II ◦ Quiz: World War II ◦ Assignment: Rise of Power
Week 3	Unit 2: World War II (1942 - 1944) <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: World War II (1942 - 1944) ◦ Assignment: World War II
Week 4	Unit 3: Impact of World War II (1944 - End) <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: The Atomic Bomb ◦ Quiz: Impact of World War II ◦ Assignment: Impact of World War II
Week 5	Unit 4: Origins of the Cold War & Baby Boom Era <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: Origins of the Cold War ◦ Quiz: The Baby Boom Era

Week 6	<p>Unit 5: The 1950s & The Korean War</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: The Cold War - 1950s ◦ Quiz: The Korean War ◦ Assignment: The Korean War
Week 7	<p>Unit 6: Civil Rights Movements</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: Civil Rights Movement Part I ◦ Quiz: Civil Rights Movements Part II ◦ Activity: Race & Racism
Week 8	<p>Unit 7: Final Paper & Assessment</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Term 3 Final Paper ◦ Term 3 Final Exam
Week 9	<p>Unit 8: 1960s America</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: John F. Kennedy ◦ Quiz: The Great Society
Week 10	<p>Unit 9: The Vietnam War & Counterculture</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Assignment: The Vietnam War ◦ Quiz: The Vietnam War ◦ Quiz: Counterculture
Week 11	<p>Unit 10: 1970s & 1980s America</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: The 1970s ◦ Quiz: The 1980s ◦ Assignment: Reaganomics
Week 12	<p>Unit 11: The 1990s to Modern Era</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Quiz: The 1990s ◦ Quiz: The U.S. After 2000s ◦ Assignment: Recent Presidents
Week 13	<p>Unit 12: The Modern Era</p> <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Assignment: Modern American Culture Collage ◦ Quiz: The Problem of Fake News ◦ Assignment: The Problem of Fake News

Week 14	Unit 13: Final Term 4 Paper <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Assignment: Brainstorm Prospects for the Future ◦ Term 4 Final Paper
Week 15	Unit 14: Modern Events & Term 4 Final Exam <ul style="list-style-type: none"> • Submit the following: <ul style="list-style-type: none"> ◦ Assignment: Modern History in the Making ◦ US History Term 4 Final Exam <p>Congrats! You finished Semester 2 of US History</p>

ONLINE TECHNOLOGIES

This course takes place online. Since we will not meet face-to-face, you must have the necessary technology and technical know-how to work effectively in this online learning environment. This online course will utilize Spark as the learning management system. Please contact your instructor if you have trouble logging in or viewing any of the documents and links posted.