Omaha North High Magnet School

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Plan Periods: A7-B6

Office/Classroom: Rm: 305
Best times to contact: Anytime by email

Course Title: Honors U.S. History 1 & 2
Semester or Year: Fall of 2018 and spring 2019

Course Description:
You will be required to participate in a wide variety of activities which will require you to read, think, discuss, write, debate, research, and question. You will be using the internet and primary sources to gather information on certain topics in American History.

Course Objectives:
Throughout the year we will be covering 8 standards in U.S. History. Along with the Standards you will be working on 2 semester projects and taking 3 CBA’s. We will spend parts of each semester working on the Semester Projects but I encourage you to work on these outside of class.

Standard 1 – World War I
9.1.1 Students will analyze the origins and effects of World War I.

Standard Targets:
• Explain the causes of World War I.
• Analyze the changes in US foreign policy over the course of WW I.
• Summarize the political, social, and economic change in the United States.
• Examine the Treaty of Versailles and its future implications on world affairs.

Standard 2 – 1920s
9.1.2 Students will assess the major political, social, economic, technological, and cultural developments of the 1920s.

Standard Targets:
• Explain the causes and effects of Prohibition on US society in the 1920s.
• Discuss the policies of presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
• Analyze the international and domestic events, interests and philosophies that prompted attacks on civil liberties.
• Describe the changing role of women and African Americans in the 1920s.
• Discuss the rise of mass production techniques and the development of new technology as it relates to American culture.
Standard 3 – Great Depression
9.1.3 Students will investigate and explain the Great Depression.
Standard Targets:
• Assess the causes and effects of changes in business cycles.
• Describe the weaknesses in key sectors of the economy in the late 1920’s.
• Summarize the United States government’s economic policies in the late 1920’s.
• Explain the causes and effects of the Stock Market Crash.
• Describe the impact of the Depression on the American people.
• Measure the impact of New Deal economic policies against the economic policies of the 1920s.
• Explain the impact of the expanded role of government in the economy since the 1930’s.

Standard 4 – World War II
9.1.4 Students will recognize and explain the origins and effects of World War II.
Standard Targets:
• Describe the rise of and aggression of totalitarian regimes and the response of Europe and the United States.
• Explain appeasement, isolationism, Soviet non-aggression, and the war debates in Europe and the United States prior to the outbreak of war.
• Assess the impact of mobilization for war, at home and abroad.
• Summarize the major battles, military turning points, and key strategic decisions.
• Explain the Holocaust and its impact.
• Describe the reshaping of the United States’ role in world affairs after the war.
• Evaluate the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

Standard 5 – Post WWII – 1950s
9.2.1 Students analyze the economic boom, social transformation, and changes in foreign policy of post WWII America.
Standard Targets:
• Compare and contrast the differences between the Soviet and American ideologies.
• Describe the events and factors that contributed to the beginning of the Cold War and the policy of containment that emerged as a result.
• Summarize the major events of the Cold War.
• Evaluate the major policies and political developments that took place during the presidencies of Harry Truman and Dwight Eisenhower and analyze their significance.
• Analyze the causes, events, and outcomes of the Korean War.
• Assess the causes and consequences of important economic, domestic, intellectual, and cultural trends after World War II.

Standard 6 – Civil Rights Movement
9.2.2 Students will evaluate developments in federal civil rights and voting rights since the 1950’s.
Standard Targets:
• Assess the impact of the Brown v. Board of Education decision.
• Analyze how the civil rights movement led to desegregation of public accommodations, transportation, housing, and employment.
• Evaluate the impact of legislation in furthering civil rights and voting rights.
• Differentiate between violent and non-violent methods of change during the civil rights movement.
• Relate the African-American push for civil rights to other reform movements.
Second CBA over civil rights will be taken during this unit

Standard 7 – 1960s, Vietnam, 1970s
9.2.3 Students will examine the economic, political, social transformation, and changes in foreign/domestic policy of the 1960s and 1970s.

**Standard Targets:**
- Evaluate the impact of the Cold War on American politics and society.
- Summarize and evaluate the foreign/domestic policies of the Kennedy/Johnson administrations.
- Assess the social and political impacts of the Vietnam War.
- Analyze the growing distrust of the US government during the 1960s and 1970s.
- Summarize and evaluate the foreign/domestic policies of the Nixon/Ford/Carter administrations.
- Describe the changing roles of women in society, the labor force, politics, and the changing family structure.
- Analyze the environmental and energy issues both foreign and domestic.

**Standard 8 – 1980s, 1990s, New Millennium**

9.2.4 Students will analyze the economic, political, social transformation, and changes in foreign/domestic policy of the 1980s, 1990s, and New Millennium.

**Standard Targets:**
- Analyze the political, economic, and social impact of the Reagan Revolution.
- Evaluate the transformation of the Cold War under the Reagan/Bush administrations.
- Examine the changes in American culture and their impact on society.
- Discuss the impact of technological innovations and how they transformed society.
- Analyze the US’s changing role in the world with fall of communism and rise of terrorism.

**Required Texts & Other Material:**
McGraw Hill United States History and Geography

**Type of Assignments:**
Along with reading assignments, students will be making power point projects, work sheets that are internet based and primary source based, we will also be doing group projects.

**Calendar of Assignments:**
We will be covering 9 different units throughout the year. There will be four first semester and five second semester. Along with 9 units the students will be completing 1 major research project each semester and 1 CBA each semester.

**The grading weights for each semester are broken down as follows**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Summative Assignments</td>
<td>65%</td>
</tr>
<tr>
<td>Formative Assignments</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Grading:**
At the end of the grading period, scores are converted to a letter grade using this grading scale.

- A 3.26-4.00
- B 2.51-3.25
- C 1.76-2.50
- D 1.01-1.75
- F 0.00-1.00
Late Work:
All assignments are to be turned in on the date due at the beginning of class. I will accept all late work. Late work will be accepted until the last day of the quarter in which it was assigned. After that date it CANNOT be made up and will be a permanent zero.

Redoing/Revising Student Coursework

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redo’s and revisions of coursework for full credit as long as they are turned in during that quarter of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

Class Participation:
Class Participation in required in the class.

Attendance:
Attendance is required, and all attendance rules put forth by the student code of conduct will be followed. If you are tardy to class three straight times you will be given a detention, if you skip the detention you will be given a referral. If your absence is unexcused, you WILL NOT be allowed to make up ANY activities given that day. You will be given a ZERO permanently for that assignment.

Make-up work procedure:
If you miss class check the email conference or come talk to me. I will not chase you down. If you let me know before hand I can give you the work before you leave. You will be given one extra day to finish make up work before it needs to be turned in

Passes:
If you need to use the restroom or go to the nurse you need your id, restroom pass, and the clip board. IF YOU DON’T HAVE YOUR RESTROOM PASS, YOU WILL NOT BE ALLOWED TO GO.

Behavior Expectations:
You are now in High School it is time for you to take some responsibility for your work and actions in class.
1. Class begins when the bell rings.
2. Do not speak while I or others are talking. You are welcome to visit at the beginning of class, but when class starts I expect to have your full attention.
3. You must remain in your seat at all times unless I give you permission to be out of your seat. If you need something raise your hand and tell me what you need.
4. Come to class prepared. This means have your book, notebook, homework, and something to write with.
5. Respect for others is demanded in this class at all times.
6. No food or drink are allowed in the class. (ONLY APPLIES TO COMPUTER LAB CLASSES)
7. No swearing in class EVER!!
8. All rules in the student handbook apply in this classroom.
9. Be Safe, Be Respectful, and be responsible.
10. When you come to class your electronic devices need to be put away. If I see an electronic devise out, you’ll be given a paper bag as a warning. The second time I see electronics out, it will be put in the paper sack and stapled. If you refuse to put it in the sack, or if you open the sack before the end of the hour, you will be sent to your administrator

Statement of Academic Integrity:
As members of the North High School community, we have inherited a vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a North High School degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.