



# U.S. History: 1890 to Present

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Room 226

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Course Website: <http://www.chapmanhistory.org>

## Course Description:

United States History Since 1890 examines the emergence of the United States as a world power to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century.

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine various primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens.

Arkansas Department of Education

## Supplies Needed:

- One 3-ring binder dedicated solely to this course and at least 10 tab dividers are required. You will need to label the tabs by unit of study.
  - The notebook will assist you in the process of studying for assessments. **You should have your notebook organized by Friday of the first week of class.**
- Students will also need the following:
  1. Pens/pencils
  2. Notebook paper
  3. Highlighter

## Grading Policy:

- All assessments of student learning will be considered unassisted grades. This includes—but is not limited to—tests, quizzes, essays, projects, notebook checks, and assignments.
- Assignments that are designed to help students practice important skills and material will be entered into the grade book participation grades. These do not count towards their overall grade, but will be considered when it comes to reassessment.
- Students will be provided with multiple opportunities to demonstrate mastery of content and skills. **In order to reassess (retake with a different form of assessment), the student must have demonstrated an attempt to improve their learning.** This means students cannot reassess until they have completed and turned in all assignments from that unit, attended tutoring, and/or completed a study guide for the assessment.
  - If a student makes an appointment to reassess, and fails to show up without proper notification, they will receive a detention.

## Grade Book Marks

**N** = missing assignment (student may turn assignment in for credit)

**Z** = missing assignment (student may NOT turn assignment in for credit)

**X** = excused assignment (student is not responsible for this assignment)

**0** = zero credit (student will receive no credit for this assignment)

## **Absence Policy:**

Students who are absent are responsible for getting their missing work from the teacher, completing the work, and organizing it in their binder before the notebook check. **If you miss an exam due to an absence, please try to make it up within one week of your return to class. It is your responsibility to arrange for makeup appointments and/or ask for missed assignments.** Students may be called into seminar to complete missed work at the teacher's discretion.

## **Exemption Policy**

- A final End of Semester Test will be given in each class.
  - This exam will be weighted in accordance with the trend of other summative assessments from the class.
  - This exam will cover materials from the current semester.
  - The exams will be given over the period of 3 last days of the semester.
- Students may exempt a Semester Test in each class based on the following:
  - **4 or fewer absences in the specific class.**
  - **No N's or Z's in the grade book for the class.**
- Students should be mindful of their absences and missing work to earn an exemption for each class. Please utilize your home access to the grade book to monitor your progress in earning exemptions.

## **Academic Integrity:**

BHS students should not dishonor themselves, their classmates, their teachers or their parents by cheating. Submitting another's work as your own, copying answers from another student, or giving answers to another student are all basic forms of academic dishonesty. Plagiarism of any form is unacceptable. Students found to be practicing academic dishonesty will be disciplined.

## **Classroom Expectations and Keys to Success:**

As your instructor I am committed to providing you my best effort daily. However, experience reveals the teacher is only one of the variables in the educational process. The following are minimum expectations for students enrolled in US History. Students should:

1. Be respectful towards yourself, other students, and your teacher
2. Bring all necessary supplies to class
3. Maintain regular class attendance
4. Maintain the highest level of academic integrity

## **Reminders**

I use the Remind app to communicate with students about exams, class changes, etc. Please sign up for the Remind that corresponds with the class that you are in. **Text the following code to 81010** to sign up.

0A – @chapdog0a

1<sup>st</sup> – @chapdog0b

2<sup>nd</sup> – @chapdog2

6<sup>th</sup> – @chapdog6

# Course Outline

*Listed eras are further divided into units of study with summative assessments for each.*

## **First Semester**

A relevant review of U.S. history from Colonization to Reconstruction will be given the first three weeks of the school year. This may involve a student project and will include teacher-led and student-centered activities for this review.

### Era 1: The Emergence of Modern America, 1890-1930

**Unit Focus:** How and why did the United States emerge as a modern nation during this time?

**Units of Study:**

- Gilded Age
- Progressivism
- Imperialism
- World War I
- 1920s

### Era 2: The Great Depression and World War II, 1929-1945

**Unit Focus:** Determine how the role of the federal government changed between 1929 and 1945

**Units of Study:**

- Causes and Consequences of the Great Depression
- Cause, Course, and Effects of World War II

## **Second Semester:**

### Era 3: Postwar U.S., 1945-1970

**Unit Focus:** In what way was the U.S. transformed as a world power after World War II and how did this affect domestic and foreign policy and citizen actions?

**Units of Study:**

- Development of the Cold War
- 1950s Economy and Culture
- Civil Rights Movement
- Social Movements of the 1960s
- Vietnam War

### Era 4: 1970-Present

**Unit Focus:** How have domestic and international events, including technological advances, changed politics, the economy, and everyday life in the U.S.?

**Units of Study:**

This era will involve a decades approach culminating in a group project centered on one of the following decades:

★1970s      ★1980s      ★1990s      ★2000s      ★2011 and beyond

This era will also involve several teacher-led and student involved lessons related to:

- The Watergate Scandal
- The end of the Cold War
- Policies with the Middle East
- The election of 2000
- The attacks of 9/11
- The 'Great Recession' of 2008
- Rise of Islamist Terrorism



Student's Name: \_\_\_\_\_

**PLEASE RETURN THIS PAGE**

**I have read and understand the policies of this course:**

\_\_\_\_\_ Parent/Guardian Signature

\_\_\_\_\_ Student Signature

**Parent/Guardian Email:**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

**Best person and number to call during the workday:**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Number: \_\_\_\_\_

\_\_\_\_\_

*Please take a few moments to tell me about your child. The more I know, the better I will be able to help him/her be successful in my classroom. Feel free to use another sheet of paper if you need more space.*

1. If you could describe your child in one word, what would it be? Why did you choose this word?
2. What about your child makes you proud?
3. What are your learning expectations for your child this year?
4. What type of performance do you expect from your child in my class? What should I expect?
5. Are there any special circumstances of which I should be made aware? What else would you like for me to know?

**I am looking forward to a fabulous year! We have so many wonderful things planned!!!!**