



Course Syllabus:

The History of the United States (1865) 1877 – Present

Instructor: Andrew Navaja

Room: 215

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Textbook: [Class Link](#) Holt McDougal

Optional Materials:

- 1 spiral notebook (Cornell Notes)

Course Description

This course analyzes the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the US and its global role. As required by the Texas Essential Knowledge and Skills (TEKS), with the guidance of the Department of Education of the State of Texas, this course fulfills the requirement of Sunnyvale ISD School Board Standards set by the State of Texas for U.S. History. Following the Core Objectives, this course examines past events and ideas relative to the US. Lectures, readings, written assignments, and discussions in this course will address four Core Objectives: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

This course is organized around 5 Big Ideas, or recurrent historical themes. As you study American history with us, we will see them in different forms again and again throughout the year. They are:

- **American Identities:** Since its colonial beginnings, the American identity has been formed by sometimes uneasy and evolving relationships among many people.
- **Labor and Technology:** New machines and technologies have expanded America's agricultural and industrial productivity, but often at the expense of workers, both free and enslaved.
- **America and the World:** America's role in the world began on the periphery and has moved to take a central place.
- **Reforms and Renewals:** The Puritan mission to create a City on a Hill has been adopted in many forms throughout America's history, resulting in social and political movements that reinvigorate and often challenge Americans to reflect on their future.
- **Self and Society:** Our increasingly participatory democracy reflects a changing and carefully negotiated balance between individual freedoms and the social and political structures intended to protect the best interests of community and nation.

Course Learning Outcomes:

By the end of this course, you will:

- Construct a meaningful and intellectually honest narrative of America’s history – supported by strong evidence – from Reconstruction to the present.
- Engage critically with historical information through writing, discussion, and reading.
- Formulate ideas and analysis about key ideas, events, and interpretations relating to the history of the period.
- Collaborate with team members to produce coursework.

Course Format

There are 12 units in this course, plus a STAAR review (See scope & sequence last page). Each Unit follows the same sequence and contains the same basic components. Each class will use the model of Individual, Group, and Team outline to help students achieve the desired outcome for the day. This independent work is vital to the in-class component each lesson. Thus, you will be actively engaged in shaping your own learning and the overall success of the course.

Classroom Rules and Procedures:

- a. Do your BEST...Do what’s RIGHT...Do this ALL THE TIME.
- b. Be Punctual - Be in your assigned seat when the bell rings. Tardy Policy
- c. Be Polite. Be respectful. Know the “Golden Rule”.

SHS District Grading Policies/Practices:

Grading in all classes will be classified into 3 categories (See chart below). An accurate and up-to-date grade shall be kept with a minimum of 12 grades per quarter with at least 3 grades in each category used. Late work will be accepted for a maximum grade of 70.

Major Grade: (Assessments/Projects)	Intermediate Grade: (Daily Notes)	Minor Grades (Homework/Classwork)
50%	30%	20%

Late Work & Retesting Policy

Late policy: Students have up to 2 school days MAX to submit missing work. If it is turned in within 1 school day, there is a 30% grade deduction. After 2 school days, students receive a 50% deduction. After 3 school days, students receive a zero.

Retesting policy: Upon successful completion of a reasonable intervention measure, as prescribed by the teacher, a student will be given an opportunity to do a reassessment for any major grade for which he/she receives a failing grade (below 70). The timeframe for completion of the reassessment shall be

2 days from when the grade has been posted in the gradebook. However, at the end of a 9 week grading period students must complete any re-do/re-take work by the Wednesday following the end of the grading period. If a student improves their score on the second assessment, this grade will be averaged with the original grade not to exceed a maximum grade of 70. Failure to complete the prescribed intervention measure and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. Semester exams are not subject to the retest policy. Honors, AP, and Dual Credit classes are not subject to retesting expectations.

ACADEMIC DISHONESTY

Once a determination has been made that a student has engaged in academic dishonesty, the student shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, unauthorized collaboration on projects or assignments electronic or otherwise, plagiarism, and unauthorized communication between students during an examination. Students that assist other students in cheating are subject to grade penalties and discipline as well. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written or electronic materials, observation, or information from students.

US HISTORY: SCOPE & SEQUENCE

Regular Year

1st Nine Weeks

Unit 01: PEGS/Thinking Like a Historian (5 days)

Celebrate Freedom Week/Constitution Day (2 Days)

Unit 12: Ever-Changing America – Yesterday’s Challenges and Today’s Opportunities (5 days)

Unit 11: A New Century Turns – History During Our Own Lives 1990-Present (15 days)

Unit 10: A Growing World Presence – New National Directions 1970-1980s (10 days)

2nd Nine Weeks

Unit 09: Liberty and Justice for All – Civil Rights Movement 1900-1970s (15 days)

Unit 08: Differing Ideologies – The Cold War 1945-1970s (15 days)

Unit 07: Total War – the Second World War 1939-1945 (10 days)

3rd Nine Weeks

Unit 06: Economic Bust – the Great Depression 1929-1939 (10 days)

Unit 05: Boom Time – Roaring 20s 1920-1929 (10 days)

Unit 04: Emergence as a World Power – Spanish-American and First World Wars 1898-1920 (10 days)

4th Nine Weeks

Unit 03: Reforming America – the Progressive Era 1898-1920 (10 days)

Unit 02: Growing Pains – the Gilded Age 1877-1898 (15 days)

STAAR Review