

Blended UNITED STATES HISTORY 'A'

Mr. Wachholz Room 318

Office hours: Mornings – by appointment, Afternoons – 2:00 - 3:00

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At ISD279, *Our mission is to inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

Course Description:

This class will focus on United States History from World War II into the 1960s. **It will require your best efforts at all times both in and out of the classroom.** Extensive, in-depth studies will be done on World War II, the origins of the Cold War, post-war America, the Civil Rights movement, and the Kennedy and Johnson years.

The comprehension of these materials will be checked via Schoology with various formative assessments completed using multiple collaborative grouping techniques. Pacing of the curriculum will be designed to meet individual needs and ensures understanding of the content to meet the standard through unit objective summative assessments.

Overall themes of social, political, cultural and economic history of the US during the period will be assessed using various project based learning techniques. These projects will be completed in small working stations with direct teacher instruction. Students will show their understanding of the ideas of how the past shapes the present and influences the future with project based and essay summative assessments.

Essential Learning Standards:

Upon successful completion of this course, **students will be able to:**

- Understand the origins of World War II, the course of the war, and the impact of the war on American society.
- Understand the social and economic changes in the United States from 1945–1960.
- Understand the Cold War, its causes, consequences and its military conflicts.
- Understand the key domestic and political issues and debates in the postwar era to 1972.
- Apply research skills through an in-depth investigation of a historical topic.
- Analyze historical evidence and draw conclusions.

Materials Needed for Class:

- Pen or pencil
- iPad and Access to Schoology

Grading:

Summative Assessments:

- Unit tests and projects will constitute for 80% of your grade. These will be essays and or extended writing assignments/projects. Project summatives may be completed in groups but you will be scored individually.
- **You MUST complete the required formative assessment quiz with a 2 or higher before the summative score will be counted and to have a retest opportunity.**
- There is only 1 chance for retakes. It will be allowed only for students who score 2 or less on the original assessment; therefore you will need to study and do well the first time on your tests. Students who are retaking tests will be required to fill-out a request to retake the test form and complete additional work/tutoring before they can retake their tests.
- For some projects, there may be NO resubmission for a better grade because of the embedded editing process we have put in place.
- **The last day for summative assessments to be accepted will be the Thursday before FINALS week.**

Formative Assessments:

- Each Unit will require you to complete a formative assessment quiz. It must be scored at a 2 or higher before your score for the Summative Assessment will be counted.
- Other formative assessments will include smaller inquiry and non-fiction writing assignments that will be collected and graded to make up 20% of your grade.
- ALL formative assignments will be collected through Schoology. Last day for formative assessments to be accepted will be a week after the end of the unit.

Classroom Procedures/Expectations:

Overall Guidelines: Show your best Pirate P.R.I.D.E!!!

Participate in your education

- You are expected to be in the classroom and at your desk when the bell rings.
- Class will begin when the bell rings. If you are late, you will need a pass.
- If you are late without a pass, you will be marked tardy or absent.
- Arrival more than 5 minutes late to class (periods 2-6) is an unexcused absence.
 - **Tardy Policy:**
 - 1 tardy: Warning
 - 2-3 tardies: phone call home and/or written notice to be signed by the - parent/guardian
 - 4+ tardies: Office referral and phone call home

Respect yourself and others!

- Disrespectful behavior and vulgar language are not tolerated. I will give you one warning, the next step is a phone call home and/or an office referral.
 - I expect students to treat everyone in our face to face and online classroom with respect. That includes teachers, guests, other students and anyone else who may visit our classroom. It is **our** classroom, take pride in making it a safe and enjoyable place to learn. If a student fails to meet these expectations, they will encounter the following consequences:
 - **1st offense:** Warning and one-on-one conference with teacher after class/school.
 - **2nd offense:** After school detention or a call home to parent or guardian.
 - **3rd offense:** Meeting with parent or guardian, teacher and school administrator.

Inspire Others

- I will be watching for positive behaviors to give out prizes!
- Students who complete discussions/exit slips/or other activities that show inspirational achievement will be eligible for a drawing for a prize each week!

Do the right Thing

- Students who **participate** and show **respect** will be honored weekly.
- **Plagiarism:** Any act of creative theft WILL NOT BE TOLERATED!!! Review the What is Plagiarism? Document attached with this assignment.
- Students **MUST** have permission receive a pass to the bathroom, etc.
- **Use your work time effectively.** When you are provided with in-class work time, you are expected to use it. **Do NOT** pack up your belongings until there is 5 minutes of class left. Stay in your seat or near it until the bell rings.
- Much of what we will be doing in class will happen in our online community. Please review the **Do's and Don't's of our Online Community!** discussion in our 1st Days of Class folder.

Excel in all you do

- It is **YOUR RESPONSIBILITY** to attain any information missed due to absences. Please visit www.mrwsclass.org for a daily agenda, the Unit Prezi Presentation/Plan and most daily assignments.
- Double-check with a classmate before you ask the teacher.
- You should have expectations too! I will be available to meet and discuss anything with you during my free periods and before or after school. **JUST ASK!!!!** You can also contact me at the email address above, ANYTIME!

10th Grade U.S. History A (1940's – Present) Topic Outline/Essential Questions

Intro To History

- A. What is History?
- B. Who Am I?
- C. Cornell Notetaking

I. World War II – Events, Causes and Effects

1. How did the Treaty of Versailles, isolationism and the Great Depression contribute to the start of World War II?
2. How did the holocaust develop and what were its results?
3. How did the Battle of Stalingrad contribute to the outcome of the war?
4. How did the battle of Midway contribute to the outcome of the war?
5. What were the arguments for and against the use of the atomic bomb?
6. How did the Japanese culture contribute to the use of the atomic bomb?
7. How did World War II change life in America?

II. The Cold War (1945-1960) – Events, Causes and Effects

1. Explain the different post-war goals of the Soviet Union and the United States and how that difference led to the Cold War.
2. How did the United States and the Soviet Union come to be known as super powers?
3. How did the division of Germany contribute to Cold War tensions?
4. What methods did the US use in its global struggle against the Soviet Union?
5. How did fear of domestic communism affect American society during the Cold War?

III. The 1950's – Post War Boom

1. How do wants become needs?
2. Post-war prosperity brought many social and demographic changes to the United States. What were the positive and negative effects of these changes?
3. How did the failure of these changes to impact all groups equally, create the seeds for the more dramatic social upheavals of the 60s?
4. How did the creation of the interstate highway system alter American life?
5. How did television, consumerism, and the entertainment industry impact American life?

IV. The Civil Rights Movement (1945-1975) Events, Causes and Effects

1. How did segregation become a part of American culture?
2. What were some of the landmark pieces of civil rights legislation and Supreme Court decisions of the civil rights era and how did they impact Whites and Blacks.
3. How did the election and re-election of President Obama reflect the achievements of the civil rights movement?
4. How did MLK and Malcolm X reflect alternate approaches to the achievement of civil rights for African Americans?
5. How did the media and the Cold War impact the civil rights movement?
6. How did African and other world independence movements influence the US civil rights movement?