

Cherry Creek High School  
2012-2013

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## **American History Course Outline**

This full-year, ninth grade American History course takes students on a journey from just after the American Revolution to the modern day. In studying the formation of our nation, we will explore not only the major people and events, but also the overarching political, economic, and social elements of life during various periods of time. This course is designed to show history as a continuum of change, and America as an ever-evolving nation. If students commit to the rigorous coursework, they will come away from the course prepared to excel in their Freshman US History course.

### **TEXTS AND READINGS:**

Danzer, Gerald A., et al. The Americans. Evanston, IL. Houghton Mifflin Company, c. 2003.

Photocopied handouts will supplement text readings.

### **TEACHING METHODS:**

Each student has his/her own specific learning style; to best meet the needs of my students, I try to include audio, visual, and kinetic activities into each week's lessons, if not daily lessons. Specific teaching methods include discussions, lectures, simulations, debates, multi-media activities, and small group work.

### **GENERAL PHILOSOPHY:**

Education is a team effort. Students are encouraged to meet with me to study for tests and review their progress. Please feel free to call me with any question or concern you may have so that we can work together to provide the best possible educational experience for your son or daughter.

### **ESSENTIAL QUESTIONS:**

- Who is a "real" American?
- What are the characteristics of a democratic citizen?
- What are the building blocks of American Identity? Origins of these building blocks?
- What role did geography play in the creation of America? What role does it have today?
- Where do American ideals and America, the country in 2012, clash?
- How did the role of women and minority groups change over time in America?
- How is history a continuum that is still "alive" today?
- What can we learn about ourselves, and our society, from studying our historical continuum?

## UNITS OF STUDY

### First Semester

American Revolution  
Formation of a new nation  
Antebellum America  
Civil War and Reconstruction  
Western Frontier

### Second Semester

Industrialization  
Imperialism  
Progressive Era  
WWI  
Roaring 20's  
Great Depression and New Deal  
WWII  
1950's  
Cold War  
1960's  
Modern Times

## EXPECTATIONS AND PROCEDURES

A classroom atmosphere should be conducive to enabling all students to learn well. My expectation is that all students will work to maintain a comfortable, productive environment where the sharing of ideas and work is encouraged, respected, and appreciated.

Students are expected to come to class prepared to learn, including bringing carefully completed homework, all necessary work materials, and course notebook / folders. Students are NOT expected to bring their textbooks to school, unless told to do so.

## HOMEWORK:

Homework will be distributed regularly and posted daily on the board and will be recorded on the bulletin board. Students are expected to record their assignments in their daily planners. Larger assignments (projects, papers, etc.) will be explained in writing. I consider it reasonable to expect students in their sophomore year to spend up to 35 minutes per night on their history homework (reading and writing) on a regular basis.

- **Grades** – Grades are based on cumulative points earned during the semester. All assignments are given a point value in accordance with their difficulty.
- The grading scale for this class is 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 or lower = F.

**Grade Postings** – Grades are updated approximately every week. Most of the units we cover take about two weeks to complete.

**Late Work** – **All homework is due the day after it is assigned**, unless otherwise specified. Long-term projects are expected to be turned in on the day they are due. Points per day will be deducted for all late work.

**Make Up Work** – Students are expected to go to the assignment calendar and the folders in the back of the room to pick up the work they missed while they were absent. Students have two days per day they were absent to make up the work they missed.

## TESTS AND QUIZZES

Tests and quizzes will occur in class, in a variety of formats (i.e., multiple choice, short answer, mix and match, etc.). Students will be given ample time to prepare for them in advance. Unit tests and larger quizzes will be announced well in advance, however, reading and vocabulary quizzes may be given at any time.

### **Quizzes:**

**You can expect the potential for one open-note “pop” quiz every week on your reading homework.** Often the quizzes will test your reading of the previous *few* days and be in multiple-choice format or short answer format. **The quizzes are one way to assess your on-going understanding of the reading content and they are always open-note.** If you read each day and take good notes on the reading you will be successful on the quizzes. Note taking is a very essential skill for success and we will be doing this throughout the year.

## NOTEBOOKS

You will need to have a 3 ring binder with 10 dividers that is just for this class. Spiral notebooks, accordions, and folders will not work. Please arrange and label your dividers this way:

1. UNIT (You will need 10 dividers / tabs)
  - a. We will compile notes, homework, handouts, and quizzes in each unit, which will enable you to stay organized by area of study for each unit test and ultimately for each final exam.
2. PAPER (keep extra loose sleeve paper in the back. You will need to have at least 20 sheets of paper for each unit for note taking in class.)

You are responsible for your notebook and **MUST BRING IT TO CLASS EVERY DAY.** You will be required to turn in your notebook every so often for a “notebook check.” These checks are usually not announced ahead of time and will be graded!

**I am excited to be a part of your Cherry Creek High School experience and look forward to having a great year!**

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### **PARENT / GUARDIAN STATEMENT OF UNDERSTANDING:**

I have read the information on this sheet and understand the rules and expectations for myself in this class

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

I have read the information on this sheet and understand the rules and expectations for my student in your class.

\_\_\_\_\_ Parent Signature \_\_\_\_\_ Date

