Metropolitan Business Academy

U.S. History Syllabus

Teacher Contact Info:

Teacher Name- Mr. Gary Ruzbasan

District Email Address- GARY.RUZBASAN@new-haven.k12.ct.us

After School Hours- By Appointment

Course Overview:

During the sophomore year we will study U.S. History from 1880 to the present. The first two trimesters are divided into five thematic units: Movements of People, Industrialization, Social and Economic Equity, the Role of the United States in World Affairs, and Social Justice in America. The Third Trimester will focus on research and writing skills, culminating with students writing a college level argumentative research paper.

Course Standards:

Students will:

1. Use primary and secondary sources to support and defend a position to develop an understanding of the past, present, and future.

2. Recognize historical themes as ideas, beliefs, and institutions by gathering historical data from multiple sources to analyze and evaluate historical situations.

3. Explain how roles and status of individuals and societies change over time.

4. Demonstrate understanding of historical thinking focusing on reasons for conflict and how conflict is resolved.

Supplies Needed:

* Binder: 1.5-2 inch Ring Size
* Loose Leaf Paper
* Pens and Pencils
* Highlighters

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| Project/Task | Project Description | Content Standards met by Project | 21st Century Competencies met by Project |
| Unit 1- Movements of People | | | |
| Moderation Study  Micro Essay | Students will support a claim using evidence and analysis. | 1 | Problem Solving & Critical Thinking |
| What does it mean to be an American? Project | Students will conduct community interviews to determine what it means to be an American. | 3 | Citizenship and Responsibility  Communication & Collaboration |
| Unit 2-Industrialization | | | |
| Connecticut Industrialization Project | Students will research the rise and fall of a famous Connecticut Company. | 2 | Accessing and Analyzing Information |
| Advertisement Project | Students will revise an ad from the early 20th Century for today’s audience. | 2, 3 | Communication & Collaboration |
| Unit 3-Social and Economic Equity | | | |
| Philippines District DBQ Essay | Students will analyze primary source documents and take a position on the U.S. annexation of the Philippines. | 1, 2 | Problem Solving & Critical Thinking |
| The New Deal Multimedia Project | Students will analyze the need for a New Deal program and its impact on Americans. | 1, 2, 3 | Accessing and Analyzing Information |
| The New Deal  And  The Great Society Argumentative Essay | Students will analyze primary source documents and take a position on the social programs of the New Deal & Great Society. | 1, 2 | Problem Solving & Critical Thinking |
| Project/Task | Project Description | Content Standards met by Project | 21st Century Competencies met by Project |
| Unit 4-The Role of the United States In World Affairs | | | |
| Wartime Presidential Speech Project | Students will analyze the reasons for U.S. military intervention in a global conflict by writing a presidential speech endorsing U.S. involvement in the conflict. | 1, 4 | Accessing and Analyzing Information  Problem Solving & Critical Thinking |
| Pearl Harbor Attack District DBQ Essay | Students will analyze primary source documents and take a position on whether the Pearl Harbor attack unified America. | 1, 2, 4 | Accessing and Analyzing Information  Problem Solving & Critical Thinking |
| Unit 5- Social Justice in America | | | |
| Connecticut Civil Rights Project | Students will research the history and contributions of a Connecticut civil rights movement and present their findings using Prezi. | 2, 3, 4 | Accessing and Analyzing Information  Problem Solving & Critical Thinking |
| Civil Rights Biography Brochure | Students will research and create a biography brochure of a prominent civil rights leader using Microsoft Publisher. | 3, 4 | Accessing and Analyzing Information |
| Sophomore Year Exit Task | | | |
| Argumentative  Research Paper | Students will write a 3-5 page argumentative research paper taking a stand on one of seven compelling statements. | 1, 2, 3 | Problem Solving & Critical Thinking  Accessing and Analyzing Information |

Grading System

Projects and Essays:

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| --- | --- | --- | --- |
| Mastery Language Abbreviations | Mastery Language | Progression to Meeting Standard | Standard Grading Equivalent |
| XE | Exemplary | Exceeds Standard with Distinction | 100 (A+) |
| CO/XE | Competent/Exemplary | Exceeds Standard (revise for exemplary) | 93 (A) |
| CO | Competent | Meets Standard (revise for exemplary) | 85 (B) |
| EM | Emerging | Approaches Standard (needs revision) | 70 (C-) |
| NY | Novice | Not Yet  (needs revision) | 60 (D-) |
| NE | No Evidence | No Evidence of Work | 50 (F) |

Other Work:

Participation 100 points (up to 160 with extra credit)

Notebook Portfolio 100 points

Classwork 50 points

Homework 40 points