

# Syllabus - “This is the Way”

## United States History

Mr. Reinders

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### Course Description: United States History

We will examine developments and turning points in U.S. history from the late nineteenth century to the present. The following themes will be emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the impact of technology on American society; changes in racial, ethnic, and gender in society; the movements toward equal rights for all and the rise of the U.S. as a world power.

### My Goals of Students:

The goal for the course is for students to find a joy for history while becoming critical thinkers using historical pieces. Students should be able to defend different points of view through proper CER (Claim, Example, Reasoning) writing form.

### Communication:

If there are any questions or concerns, please feel free to email me at:  
e-mail: [reinders@luhsd.net](mailto:reinders@luhsd.net)

I will do my best to send an email out every morning to inform students and parents of the day’s activities and any important announcements or upcoming assignments. I will also try to give everyone some sort of motivation or encouragement for their day.

### Classroom Expectations: “This is the Way”

In every environment there is a certain required behavior “The Way”, the classroom is no different. Mr. Reinders does not have rules in class, but expectations, or ways in which to act as young adults. Mr. Reinders expectations are as follows:

- **Respect the Process:** We are ALL here for a reason. We must appreciate that process.
  - Treat others HOW we want to be treated
  - Take OWNERSHIP of your school
- **I am RESPONSIBLE for My Actions:** Hold ourselves ACCOUNTABLE for what we...
  - Do, Say, and Post
- **Communication is Key:** Have an open dialog to ensure everyone knows your intentions
  - Instructor – Are you understanding the information
  - Classmates – Is there any way you can help
- **I will put forth MY Maximum Effort:** Always give the best representation of YOU in everything you do.
- **Know the WHY:** There are reasons for everything. Understanding WHY you are doing something, helps to set and achieve goals, and work toward a specific objective.

**Preparation:** Preparation Breeds Confidence and that requires a full “tool belt.” Bring the following materials to class EVERYDAY:

- 3 Ring Binder with Paper
- Syllabus & Calendar
- 100 Page Composition Book
- USB Flash Drive
- A POSITIVE ATTITUDE
- Black or Blue Pen or Pencil
- Assignments
- Study Materials / 3X5 Cards
- Research/Trial Materials
- YOUR BRAIN!

### **Consequences:**

“For every action there is an equal and opposite reaction” (Newton). Not only in physics, this law applies to behavior. In Mr. Reinders’ classroom there are consequences for not following the Classroom Expectations. Mr. Reinders consequences are as follows:

**First Offense:** Warning – Verbal or Nonverbal

**Second Offense:** Warning

**Third Offense:** Stand on my Yellow Footprints! Contact Parents.

**Fourth Offense:** Referral to Assistant Principal, Contact Parents.

### **Attendance:**

Being in class every day is vital to a student’s success in the classroom. Each student is accountable to their team and themselves to complete the required tasks each day in class. Missing class will put the student behind in both class and teamwork. It is the responsibility of the student to contact Mr. Reinders to pick up any work from the day(s) missed (e-mail works best).

### **Tardies:**

Like in any work environment, tardies will not be tolerated in class. There are agenda items that students need to complete at the start of class, and tardies will either interrupt that process, or the student will miss vital information for that day’s classroom agenda.

### **Calendar:**

Every student is given a calendar for the entire school year. The calendar indicates all events for the class, Assignments, Tests, Projects, etc. for the entire school year. There are specific indicators as to the types of information on each day of the calendar.

*Italicized:* Homework Assignments Due

**Bold & Underlined:** Unit Test or Quarter Assessment

**Bold:** Team Presentation (Total of Four Presentations for the year)

***Bold & Italicized:*** Amazing Race (Four Legs per Quarter)

***Bold, Italicized, & Underlined:*** Time Traveler’s Journal (TTJ)

Regular Font: Trials / What we are doing in class each day

Students are encouraged to have their calendar with them **at all times**, for it provides them the majority of information for each class day’s events. The saying is, “**On that day, it will be done.**” This is designed to provide no surprises for the students, as well as an opportunity to focus on time management.

### **Homework: “This is the Way”**

Homework is given on a regular basis. Homework comes in three forms: Chapter Assessments + Journal, Studying, and Research for projects. A calendar is given to each student upon entry into Mr. Reinders’ class, which indicates **EVERY** assignment, test, project, everything we are doing on any given day, from the **FIRST** day of school to the **LAST** day of school.

📍 *Chapter Assessments:* At the end of each chapter are a group of questions. Students are to answer the following sections from the Chapter Assessment (**See the end of the Syllabus for instructions**):

**Terms and Names:** Important to follow directions. (This is not a Glossary definition!)

**Main Ideas:** Please answer each question completely.

**Critical Thinking #:** Only answer the one selected “Ct” question. (Calendar & Board)

**Standards-Based Assessment:** Answer the multiple-choice questions on the next page.

📍 *Amazing Race:* Students will research and travel around the United States, discovering new places and cultures. The students will receive a form for each leg of the race that gives tasks to complete. Students will attach their Amazing Race Forms to their TTJ.

📍 ***Time Traveler’s Journal (TTJ):*** Students will use a 100-page COLLEGE RULED Composition Book to travel through their textbook and experience life during that particular time. Students will have specific tasks to complete for each Chapter. (**See the end of the Syllabus for instructions**)

- 🌐 **Tests:** It is vital to study/review every day for Tests, or Quarter Assessments.
  - At the start each Unit, the students will receive a detailed Study Guide. Study **20 minutes** a day, every day from when they get the study guide until the day they take the Unit Test.
  - It is important to **KEEP** any Unit Study Guides until the end of each semester.
- 🌐 **Research/Team Presentations:** Each student is the member of a Team that is responsible for four research presentations throughout the year, based on the California State United States History Standards.
  - Each student team will do research, create a Power Point Presentation, and give a 5 to 7-minute presentation on the information.
  - Students must save their presentations on a USB Flash Drive
  - Team Scripts will be due the class day before the presentation via Canvas.
  - Team Projects will **ONLY** be presented on the date due.
- 🌐 **Trials:** Throughout the school year, we will recreate FIVE Historical Trials. Students will receive a role, do research about the event, and will play a part in the trial. The final trial will be chosen by the class, researched and created by the students!

### **Make Up Work:**

**There is absolutely no late work or redo work accepted, without exception!** If a student has an excused absence, he/she must turn in the assignment, at the start of class, upon their return. This is because all assignments are given at the start of each Unit; therefore, students already know what needs to be done the days they are out sick. If an absence is not excused, the student will not be allowed to make up the assignment. If a student is absent on the due date of a project, the project **MUST BE** delivered to school on the due date, no exceptions. **If a student is suspended, FOR ANY REASON, he/she will not be allowed to make up any assignments given during his/her suspension, no exceptions! He/she will receive a zero on any assignment given during the suspension that includes tests!**

### **Cell Phones, Computers, Electronics:**

Each day, entering the classroom, students will put their Cell Phones into a numbered pocket. This is to ensure that the student will not get distracted by the phone, and they can concentrate on the scheduled work for the day. These pockets are NOT “cell phone jail” which means, during work time a student can briefly use their phone to access messages or music (if allowed at that time). If the students abuse this freedom (access their phones for long periods of time, or an unacceptable number of times), all phones will be secured, and students will have access to their phones at the end of class.

Computers - Will be utilized on a regular basis in class for Trials, Research, and other computer-based activities. The students will have free access to the school laptops for the entirety of class time.

Electronics – Students will be able to access music from their phones **ONLY** during designated work time. If the class is participating in a discussion, presentation or Trial, students will be required to remove any listening devices to focus on the activity of the class.

### **Grading:**

Mr. Reinders grades on a basic point system. Each homework assignment’s score is based on the number of questions on the assignment. Unit Tests questions will be worth two points each. Team presentations will be worth 100 points (75% Individual/25% Team).

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59%- Below	F

It is vital for the student to keep this Syllabus and Calendar with them in class every day.

**Student:**

I have read and understand the above expectations in Mr. Reinders' United States History class. If I have any questions or concerns, **it is my responsibility, as a student**, to ask Mr. Reinders. I can have my parents contact Mr. Reinders at the following contact points:

[reinders@luhsd.net](mailto:reinders@luhsd.net)

(Print) Student Name: \_\_\_\_\_ Period: \_\_\_\_\_

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

**Parents:**

I have read and understand the above expectations in Mr. Reinders' United States History class. **I will encourage my student, in a positive way, to work hard, and strive to do their very best always.**

If I have questions, I can email Mr. Reinders at the following e-mail address.

[reinders@luhsd.net](mailto:reinders@luhsd.net)

Mr. Reinders can contact me at the following contact points:

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

Cell Phone: \_\_\_\_\_

Print Parent Name: \_\_\_\_\_

Signature: \_\_\_\_\_

# *Time Traveler's Journal*

## **Procedures**

Each Chapter in the United States History Textbook gets **Five** pages in the Time Traveler's Journal...

**Page 1:** Primary Source Document from Canvas, Time Traveler's Journal Module

- Primary Source Document is chosen:
  - Write the Title and Author of the Document at the top of Page 1 (for the Chapter) in the Time Traveler's Journal
  - In the first lines, write the **Thinking Through History** question.
  - Read the document and use the document to answer the Thinking Through History question – Remember, use the source to prove your answer (quote the author)
- Students will have access to these pages in class, on Canvas, as well as on Mr. Reinders' U.S. History web page

**Pages 2 & 3:** Chapter Notes

- Take notes on the Chapter – Be detailed
- Any Note Taking Style is allowed (Bullet Point, Numbers, or Doodles)
- **DO NOT Copy Full paragraphs**

**Page 4:** Hand Drawn Image from the Chapter

- Create an image that would best represent any part of the Chapter (Be creative, detailed, and colorful)
  - Image can be from the Primary Source, Chapter Notes, or Scenario
  - EFFORT is Key!

**Page 5:** Time Traveler's Scenario

- The Time Traveler will be put into a situation in history.
- Write about the situation as if the character is there.
  - Describe the event or place (be detailed)
  - Interact with the people of the time (use proper vernacular)
  - Include the emotion of the time (how would it have felt)

**Top Margin of each Notes page (2&3):** Timeline

- Use the Top Margin of each Notes page of the Journal to create a timeline of events from the Chapter
- Use the Timeline provided at the start of the Chapter as a starter
  - Remember – Use both Notes pages for the Timeline