



United States History 2025-2026 Syllabus

Teacher: Ms. Angela Dormiani

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Plan Period: 3rd Hour

Monday - Friday: 3rd hour, 10:26-11:14

Early Release Monday: 9:56 AM - 10:30 AM

Phone: 405-947-6272

Textbooks:

- Free online textbook: <https://openstax.org/details/books/us-history?Book%20details> (Chapters 16-32)
- There will also be supplemental readings distributed throughout the year and assigned through Google Classroom and in paper form.

Course Description:

U.S. History is a high school-level survey course covering United States history from the end of the Civil War period to the 21st century (1865-2001). Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources to analyze the story of all perspectives of groups and individuals important to the development of the United States. This is a required and tested course for the Oklahoma College & Career Readiness Assessment (CCRA), as well as preparation for lower level college courses. There will be writing and reading assignments, discussions, inquiry-based projects, hands-on activities, and analyses of text, images, graphs, and charts. The CCRA U.S. History Test will be given in early April, 2026 and is required to graduate high school in Oklahoma .

Course Objectives:

1. **USH.1** Analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.
2. **USH.2** Analyze the social, economic and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.
3. **USH.3** Analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.
4. **USH.4** Analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy and society.
5. **USH.5** Analyze the United States role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II, 1933 to 1946.
6. **USH.6** Analyze the origins of international alliances and efforts at containment of Communism following World War II.
7. **USH.7** Analyze the cause and effects of significant domestic events and policies from 1945 to 1975.
8. **USH.8** Analyze the impact foreign and domestic policies from 1977 to 2001.

Required Materials:

- Composition Notebooks – one per class; additional notebooks may be needed later in the year..
- Ink Pen and pencil - replenished during the year
- One handheld pencil sharpener with a shaving catcher
- Loose-leaf, lined paper. 500 Count to start. Students must replenish as needed.

Class Expectations:

- Be respectful.
- Be professional.
- Be responsible.
- Be kind and courteous.
- Always do your best and work hard.
- We learn from our mistakes, therefore it is okay to get things wrong. Use feedback to improve.
- No gum, food or drinks in the classroom. (Bottled water is acceptable).
- Come to class prepared with all materials including a notebook, binder, paper, pens, and assignments.
- Always write and speak using complete sentences.
- Use appropriate & professional language in class.
- Academic Dishonesty: Plagiarism and cheating are not acceptable. Zeros will be given for plagiarism and cheating, parents will be called, and further disciplinary actions may be taken such as appearing in front of the Academic Honesty Board. Plagiarism and cheating includes copying another student's work.

Late Work & Attendance Policy:

- You must attend 90% of the class days required in each semester to receive a grade for the class.
- Class time will be used to complete most lessons, but if extra time is needed to finish work, it should be completed outside of the class. It will be the scholar's responsibility to complete these on their own.
- Zeros will be given to assignments that are not submitted and no evidence of effort made. Parents will be notified about zeros for missing assignments, especially if it puts a scholar in danger of failing.
- Every opportunity will be given to scholars who need extra help on assignments if more time or help is needed if communicated with the teacher before an assignment is due. However, if a scholar does not turn in an assignment in one week's time, or can show progress, this can result in a zero or half credit, depending on the circumstances.
- Any scholar absent from class has the same number of days as they are absent, plus one day to turn in missed assignments.
- When you are absent, always check Google Classroom for the agenda and missed assignments, or speak with Ms. Dormiani immediately. Missed assignments, quizzes, and tests must be made up as soon as possible either before or after school.
- If a scholar is absent on the day of a quiz or unit exam, they are expected to take the exam the next day before or after school, unless prior communication/approval has been given.

Academic Meaning of a Grade:

The grades reported to parents and students will be divided into two parts. A traditional "A through F" grade will be given to reflect the percentage assigned to the academic work attempted by the scholar. It DOES NOT reflect the scholar's mastery of the content. In addition, scholars will be given a Mastery-Based Learning grade. The last grade of the year will express how well the scholar has mastered the state-required content.

For example, a scholar may be given an "A" for the traditional grade but a "2" on the Mastery-Based Grading system and would be reported as "A/2." Ideally, these grades will match up as "A/4."

- Grades should accurately reflect individual scholar achievement about course evidence outcomes related to Oklahoma Academic Standards / National Standards for the subject taught.
- A "3" on a task/assessment is considered proficient or meeting grade-level standards, while a "4" is considered advanced or meeting grade-level standards with high excellence.
- Extra credit is not applicable, but an extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.
- Scholars are given timely feedback and reteach/relearn/reassessment opportunities are provided to promote proficiency in the standards.

- This class will use points when evaluating a grade in Powerschool for classwork, assessments, and projects that best reflect student performance. The general breakdown of points for different assignments are as follows: Classwork (4-20 points), Formative Assessments (4-20 points), Summative Assessments (25-100 points), projects (20-100 points), Semester Finals (50-100 points). Points earned will reflect quantitative achievement, but also a student's ability to demonstrate mastery of a concept or skill.

Grade Weights:

Summative Assessments (Unit Exams, Mid-Terms, Final Exams & final projects)	45%
Formative Assessments (Quizzes during a unit, checkpoints, small class projects)	25%
Classwork (Daily assignments that build content knowledge & skills)	20%
Participation (Group cooperation, active discussion & answering questions, leadership skills)	10%

Grading Scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

- 4 Advanced Proficiency, Above grade-level - high levels of excellence
- 3 Proficiency, Meets grade-level standards / mastered standard
- 2 Partial Proficiency, Meets grade-level standards but not consistently
- 1 Developing Proficiency, Inadequate progress but task/assessment completed
- 0 Not "Yet" Proficient, Missing or incomplete

Formative Versus Summative Scores: "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on several common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress. In contrast, summative scores express students' mastery of a topic, generally at the end of a unit."

— Robert Marzano

Enrichment/Remediation: Students who struggle on an assessment with one or more standards may be assigned enrichment during the school day and required to attend Saturday morning enrichment. When students have completed enrichment, they are given a reassessment to show their understanding of the standard. The grade on the reassessment will replace the original grade.

Scholar Progress:

- Progress reports for scholars are prepared three times each year, midway through each 9-week grading period *except for the first quarter*. Parents **MUST** come onsite to pick up and sign for the progress report on the day they are issued. Parents/guardians of scholars making a "D" or "F" grade must meet with teachers then. If a parent/guardian does not attend this important meeting, their scholar will not be allowed back in class until the progress report is picked up and the meeting is attended. The conference will be scheduled according to the teacher's work schedule.

- School dismisses at 3:35 pm. Students not making adequate progress may be required to attend Saturday school and be assigned to Personalized Learning instead of an elective.

Course Calendar: **Dates, units, assignments subject to change*

- Quizzes will be given every Friday to assess what was learned throughout the week. Retakes will not be available, but scholars will review their performance, and may have alternate opportunities to demonstrate mastery of content and skills.
- Unit Exams that are given at the completion of each unit will be a combination of CCRA-style multiple choice questions (MCQs) and Short-Answer Questions (SAQs).

Semester 1

Week	Topics	Reading & Assignments
Week 1: 8/21-8/22	Introductions/Expectations	
Week 2: 8/25-8/29	Unit 1: Post Civil War Constitutional Issues & Reconstruction Civil Rights	Openstax Chapter 16: The Era of Reconstruction, 1865-1877
Week 3: 9/1-9/5	Unit 1: Post-Reconstruction	Openstax Chapter 16: The Era of Reconstruction, 1865-1877 ; Debate/essay- assigned primary sources.
Week: 4 9/8-9/12	Unit 1: Westward Migration & Federal American Indian Policies	Openstax Chapter 17: "Go West Young Man": Westward Expansion, 1840-1900 ;
Week 5: 9/15-9/19	Unit 1: Westward Migration & Federal American Indian Policies/ Immigration	Openstax Chapter 17: "Go West Young Man": Westward Expansion, 1840-1900 (17.5) Group poster project and presentations
Week 6: 9/22-9/26	Review and Unit 1 Exam /	Unit 1 Exam- Thursday 2/25
Week 7: 9/29-10/3	Unit 2: Industrialization in the Gilded Age & Labor Movement,	Openstax Chapter 18: Industrialization and the Rise of Big Business, 1870-1900 ; Chapter 20: Politics in the Gilded Age
Week 8: 10/6-10/10	Populism, Reforms in the Gilded Age/	Openstax Chapter 18: Industrialization and the Rise of Big Business, 1870-1900 ; Chapter 20: Politics in the Gilded Age
Week 9: 10/13-10/17	Review and Midterm Exam	Midterm Exam- Tuesday 10/14
Fall Break 10/16-10/17		
Week 10: 10/20-10/24	Unit 2: Progressive Movement & Early Civil Rights	Openstax Chapter 21: Leading the Way The Progressive Movement, 1890-1920 ; and assigned primary sources

Week 11: 10/27-10/31	Unit 3: Unit 3: Rationales for Imperialism; annexation of Hawaii	Openstax Chapter 22: Age of Empire: American Foreign Policy, 1890-1914
Week 12: 11/3-11/7	Unit 3: Imperialism: Spanish American War and US President's Foreign Policies	Openstax Chapter 22: Age of Empire: American Foreign Policy, 1890-1914 ; DBQ essay
Week 13: 11/10-11/14	Unit 3: Intro to WWI and US Entry	Openstax Chapter 23: Americans and the Great War, 1914-1919
Week 14: 11/17-11/21	Unit 3: US & WWI Homefront	Openstax Chapter 23: Americans and the Great War, 1914-1919 ; Rotation Station activity
11/24-11/28	Thanksgiving Break	No School
Week 15: 12/1-12/5	Unit 3: American Homefront during WWI & League of Nations	Openstax Chapter 23: Americans and the Great War, 1914-1919 ; assigned primary sources
Week 16: 12/8-12/12	Unit 3 Red Scare/Palmer Raids	Openstax Chapter 23.5 Demobilization and Its Difficult Aftermath
Week 17: 12/15-12/19	Review and Semester Tests	Semester Exam

Semester 2

Week	Topics	Readings/Assignments
Week 1: 1/5-1/9	Unit 4: Labor Unrest in the 1920s & Harlem Renaissance/Racial Tensions & Jazz Age	Openstax Chapter 24.2: Transformation and Backlash , Chapter 24.3: A New Generation
Week 2: 1/12-1/16	Unit 4: Jazz Age, Booming Economy & Economic instability	Openstax Chapter 24.1: Prosperity and Production of Popular Entertainment ; Chapter 25.1: The Stock Market Crash of 1929
Week 3: 1/19-1/23	Unit 4: Great Depression, Hoover & FDR's First Inaugural Address	Openstax Chapter 25: Brother Can You Spare a Dime? , The Great Depression, 1929-1932 ; Chapter 26.1 The Rise of Franklin Roosevelt
Week 4: 1/26-1/30	Unit 4: New Deal/Review Unit 4 Exam	Openstax Chapter 26.2 & 26.3 The First New Deal and Second New Deal - Unit 4 Exam
Week 5: 2/2-2/6	Unit 5: Causes of WWII & American Entry	Openstax Chapter 27: Fighting the Good Fight in WWII, 1941-1945
Week 6: 2/9-2/13	Unit 5: WWII Homefront & Japanese Internment	Openstax Chapter 27: Fighting the Good Fight in WWII, 1941-1945 ;

		Primary Source analysis mini project- Japanese Internment
Week 7: 2/16-2/20	Unit 5: US Response to Holocaust and Nuremberg Trials	US Response to Holocaust- Project/DBQ essay Due;
Week 8: 2/23-2/27	Unit 5 Review and Exa /Unit 6 Origins of the Cold War	Openstax Chapter 28: Post-War Prosperity & Cold War Fears, 1945-1961 Unit 5 Exam
Week 9: 3/2-3/6	Unit 6: Cold War Foreign & Domestic 1950s& 1960s	Openstax Chapter 28: Post-War Prosperity & Cold War Fears, 1945-1961 ; Chapter 29: Contesting Futures, America in the 1960s
Week 10: 3/9-3/13	Unit 6: Cold War Foreign & Domestic 1950s& 1960s	Openstax Chapter 28: Post-War Prosperity & Cold War Fears, 1945-1961 ; Chapter 29: Contesting Futures, America in the 1960s
3/16-3/20	Spring Break	
Week 11: 3/23-3/27	Unit 6: Civil Rights Movement	Openstax Chapter 28.5: African American Struggle for Civil Rights ; Chapter 29.3 The Civil Rights Movement Marches On ; Chapter 30.1: Identity Politics in a Fractured Society ; Unit 6 Exam
Week 12: 3/30-4/3	Unit 7: Vietnam Era/Review for CCRA US History	Openstax: Chapter 30: Political Storms at Home and Abroad No classes on Friday- Easter Break
Week 13: 4/6-4/10	Unit 7: Vietnam Era/Review for CCRA US History	Openstax: Chapter 30: Political Storms at Home and Abroad ; Vietnam War activity- primary source readings
Week 14: 4/13-4/17	Unit 7: Vietnam Era/Review for CCRA US History	Openstax: Chapter 30: Political Storms at Home and Abroad
Week 15: 4/20-4/24	Unit 7: Watergate	Openstax: Chapter 30: Political Storms at Home and Abroad - Evaluation of Watergate Scandal and mini project
Week 16: 4/27-5/1 Prom is Saturday, May 2	Unit 7 Post-Cold War and Unit Exam	Openstax: Chapter 31: From Cold War to Culture Wars ; Unit 7 Exam
Week 17: 5/4-5/8	Research Project	
Week 18: 5/11-5/15	Research Project Due and Presentations	

Week 19: 5/18-5/22	Semester Finals Week	Sem exams odds- Thursday Sem exams evens- Friday
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