

United States History

Mr. Roberts

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Office Hours: During lunch or by appointment

Course Description:

Welcome to 11th grade U.S. history at Immaculate Heart High School.

In this course you will study the history of the United States from the Colonial Period to the present. The course will emphasize understanding the significant events in U.S. history and their consequences. The development of critical thinking skills and class participation will be important elements of this course.

Graded work will include tests, essays, and quizzes. A comprehensive research paper will be completed during the second semester. The principal resource used by students in this course will be the required textbook, but other resources will include primary sources, supplemental reading materials, maps, and documentaries.

Please come to class with a positive attitude. United States history is fascinating and fun, and my goal is that you enjoy this year as a student in my class while learning about this great country.

Required Textbook and Other Required Materials:

The required textbook for this course is *America: Pathways to the Present: Modern American History* by Andrew Cayton, Elisabeth Perry, Linda Reed & Allan Winkler. Prentice Hall Co.

Other required materials for this course are:

1. A separate notebook in which to take class notes, the larger the better.
2. A binder or other type of folder in which to save supplemental reading materials and other written materials handed out in class.

Grading Policy and General Classroom Expectations and Rules:

1. Your grade for this class will be based on tests, quizzes, essays, projects, class work, class participation, your research paper and your Fall and Spring Final Exams. I reserve the right to raise your grade in the course for class participation or to lower your grade in the course for a lack of class participation.
2. Come to class prepared to work and having completed any required reading. During class, remain focused on United States history, and do not do work for other classes.

3. When you first arrive in the classroom each day, get your notebook out and prepare to take class notes so that you will be prepared to begin work as soon as class begins.
4. In deciding whether to increase your quarter or semester grade for class participation, I may take a number of factors into account in addition to class participation, such as overall classroom behavior, attendance, how well you did on the semester final exam, and how close your percentage average is to the next higher letter grade.
5. Absences and tardiness will definitely affect your grade. If you are absent, you need to make arrangements with a classmate to find out about assignments and to copy class notes. Any homework not turned in on the day it was due because you were absent will be due the first day you return to class.
6. Make-up tests will be given during regular class periods or during the lunch hour, at the teacher's discretion. A make-up test may not be the same test as was given to the class as a whole. Make-up tests must be taken the first day your return to school after being absent.
7. Make-up quizzes will not be given. At the end of the semester, you will be given as a grade on any missed quiz your average grade on all graded work during the semester.
8. Late work will be accepted at half credit the day after it is due. Otherwise, late work will not be accepted.
9. All essays must be typed double-spaced with the proper heading. The heading goes in the right hand corner of all papers. The heading should include your name, period, and the date.
10. I reserve the right to deduct points from your grade for violation of these rules or other poor classroom behavior.
11. I reserve the right to modify or supplement this syllabus at any time, including by oral or written instructions given in the classroom.

Academic Content Standards Include the Following:

1. Students will analyze the significant events in the founding of the United States and its attempts to realize the philosophy of government described in the Declaration of Independence and the Constitution, including the causes and consequences of the Civil War and Reconstruction.
2. Students will analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
3. Students will analyze the role that religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

4. Students will trace the rise of the United States to its role as a world power in the twentieth century, including the economic history of the United States.
5. Students will analyze the major political, social, economic, technological, and cultural developments of the 1920s.
6. Students will analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
7. Students will analyze America's participation in World War II.
8. Students will analyze the economic boom and social transformation of post-World War II America.
9. Students will analyze U.S. foreign policy since World War II.
10. Students will analyze the development of federal civil rights and voting rights.
11. Students will analyze major contemporary social problems, domestic policy issues, and foreign policy issues in the United States.

(The academic content standards for this class are taken from the State of California Department of Education Content Standards for 11th grade United States History classes, with some modifications. The State of California United States History content standards can be found at <http://www.cde.ca.gov/be/st/ss/hstgrade11.asp>.)

Course Goals and Benchmarks:

Expectations for student performance will include the following:

1. Synthesize various pieces of historical evidence and produce cogent historical analysis
2. Present formal, oral presentations, which are organized and articulate.
3. Write formal essays and a research paper, with appropriate use of references.
4. Understand and describe the difference between primary and secondary sources to reconstruct and interpret the past.
5. Participate in classroom discussions and activities and take detailed notes during classroom discussions.
6. Come to class prepared and on time having completed any required reading.

A.P Government Next Year:

To take Advanced Placement Government in your senior year, you must be recommended by your U.S. history teacher and accepted by the teacher of the A.P. Government course. To be recommended, you must earn A's each semester in U.S. history and have done well in your English courses. In addition, you must have consistently demonstrated strong analytical and critical thinking skills in both your written work and classroom discussions in this U.S. history course. The faculty may also take into account any other factors that they believe may influence your academic performance in an Advanced Placement course.