Honors US History

The content of this class will be the events of the twentieth century in the United States. Beginning with the dawn of the 1900s, students will examine the economic and political growth of the US and its emergence as a superpower after WWII. Students will be asked throughout the year to analyze the social effects of these events in order to explain the changing definition of what it means to be an American citizen. For each decade or unit of study, students will be asked to consider events through the lenses of race, class and gender. These themes will provide the context in which a complex narrative of the American people is created and interpreted. By the end of the year, students will be able to reflect on current issues in the U.S. with a deep historical context and be prepared to reach their own decisions about the future of the nation and take a position on national issues.

Ms. Reilley
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Check grades on Infinite Campus via www.scusd.edu

Textbook

Students will use a variety of newspaper articles, periodicals, and internet sites for research of different historical perspectives and interpretations of the issues covered in class.

Required Materials
- #2 Pencil w/eraser (mechanical with #2 lead is okay)
- Black/Blue ball-point pen
- College-ruled lined binder paper (clean edge, not torn from a spiral notebook)
- 3-ring Binder (with dividers if being used for more than one course)
- Recommended: Standard calculator (non-scientific is okay), jump drive

Students are expected to come to class prepared everyday. Failure to be prepared with these items may result in academic failure.

Grading Policy
All assignments are worth points and grades will be calculated based on the amount of points earned in each category. The majority of work will be completed in class, during class time. Work will be divided into the following categories:
- **Knowing** (40%) Demonstration of content knowledge, intended to assess comprehension
- **Product** (40%) Demonstration of task mastery, intended to assess progress towards skills-based objective
- **Process** (20%) Practice necessary towards content and skills mastery, mainly classwork

Academic Objectives and Standards
- Acquire advanced knowledge of American political, social, economic and intellectual history.
- Develop mastery of the process skills: analysis, synthesis, evaluation, and critical reading necessary for mastery of the content of U.S. History.
- Develop the ability to recognize the significance of change over time and cause and effect.
- Develop the ability to think and reason analytically as demonstrated through essay and expository writing
- Develop and display an appreciation for the rich diversity in American society through successful class participation, challenging reading, and collaborative work.
Course Outline: For a more detail about what will be studied, please see the full Course Description

Units of Study

1. Tools of Historical Analysis & Purpose: Defining race, class and gender
2. The Dawn of the American Century & Historiography
3. Industrial Era: Building American Capitalism (pre-WWI)
4. WWI: Foreign Policy & America’s Role in the World
5. 1920s: American Culture
6. Great Depression: Challenges of the Free Market
7. WWII
8. 1950s: Cold War and Conformity
9. 1960s: Protest, Unrest, Change?
10. Watergate: Challenges of a Superpower
11. Reagan: The Right Rises
12. 1990s-present: End of an Era?

Common Core Standards
In addition to the state content standards, this class will also incorporate the new Common Core Standards for Social Studies. These are skills-based standards that emphasize reading and writing specific to History content. Essentially, students will be expected to read a variety of text and write about what they have learned with increasing sophistications. By using these standards as guidelines, students will be better prepared for the demands of college and the workplace. If you have questions about the CCS, please contact me and I am happy to discuss them and their implications on the classroom.

You can find a copy of the Common Core in its entirety at: http://www.cde.ca.gov/re/cc/

Daily Classroom Procedures

- Students will enter the classroom ready for class. This means removing any hats, hoods and earphones and putting away cellphones or Ipods.
- As soon as the bell rings, students will be working on the daily starter question. They will be provided with a paper on Monday on which they will answer each day’s question. Answers will be stamped for credit daily.
- Students should be engaged in class at all times. This means active listening, participating in discussions and staying focused on the task at hand. Multitasking is neither necessary nor allowed.
- Students should expect to remain in class the entire period. Bathroom and locker access are granted on a case by case basis. Most work will be completed in class and turned in at the end of the period. Completing work when it is assigned is essential to success in this class.
- Students do not pack up or prepare to leave until I tell them to do so. Students will be dismissed after the bell rings.
- No food or drink during class.

All procedures go along with or exceed the requirements found in the JFK Handbook; please also refer to those for further program and school policies.

If you have any questions, need clarification or want to talk to me for any reason, I am usually on campus by 7:30am. I am also available at lunchtime. I generally leave school by 3:30pm, but can make arrangements to stay later if necessary. I also check my school email often and will respond promptly.

Thank you and let’s have a great year!

Ms. Reilley