



Honors US History (SHS303 H US HIS 1HP, SHS304 H US HIS 2HP)

This class focuses on 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

Newman, John L. and Schmalbach, John M. *United States History: Preparing for the Advanced Placement Examination*. Amsco Publications, 2015.

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:

A 3-ring binder is needed to organize handouts and assignments. Students are required to write on college ruled binder paper. No spiral notebooks, please! Come to class prepared to learn and participate.

Grading Policy

All assignments are worth points and grades will be calculated based on the amount of points earned in each category. 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 growth towards skills objective
- **Process** (20%) Practice necessary towards content and skills mastery, mainly classwork

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. Industrial Era: Building American Capitalism (pre-WWI)
3. WWI: Foreign Policy & America's Role in the World
4. 1920s: American Culture
5. Great Depression: Challenges of the Free Market
6. WWII
7. 1950s: Cold War and Conformity
8. 1960s: Protest, Unrest, Change?
9. Watergate: Challenges of a Superpower
10. Reagan: The Right Rises
11. 1990s-present: End of an Era?

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.

Daily Classroom Procedures

- **We are here to learn together. We are a community as well as individuals and we should each remember that when engaging in things that distract from that mission, such as texting, eating, drinking, working on other things, sleeping, rude behavior, etc.**
- 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 conducive to real learning.
- 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.
- Please wait to pack up your stuff until I have told you to do so. Because we do so much classwork and so little homework, we need every minute we have. Students will be dismissed after the bell rings.
- We should all strive to do our best every day. If an assignment grade does not reflect your best effort, you may redo it.

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