

Course Syllabus

UNITED STATES HISTORY CP

A.B. Miller High School

August 9, 2010 – May 27, 2011

Instructor: Mr. John McDonnell
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Office Hours: 3:00pm – 3:30pm Monday – Friday and by appointment

DESCRIPTION

This class completes the State of California requirements for study of United States History. During the course of this year we will study the major events of this country's history beginning with the American Revolution and continuing to the present day. This class will focus on the human achievements and major turning points in our nation's history that have helped shape today's world. In addition, we will focus on the identity and role of our nation in world affairs, preparing you for an in-depth study of U.S. Government and Economics.

REQUIREMENTS

You will take lecture notes using the Cornell note format and maintain all class materials in a notebook. You will need to bring your textbook and notebook to every class meeting in order to participate in and receive credit for class activities. Your notebook will be evaluated at the end of each unit.

TEXT

Danzer, Gerald A. et al. *The Americans: Reconstruction to the 21st Century*
Illinois: McDougal Littell/Houghton Mifflin, 2006.

WEB SITE

Information about this class and current grades are available at:
JMcDonnell.net

RESOURCES

In addition to the textbook, various written resources will be provided in class. A wide variety of supplemental materials and activities related to each topic we study as well as an online version of the textbook can be found at:

classzone.com/cz/books/americans_rec05

Students are encouraged to make use of the Internet and other technology resources available in the A.B. Miller library, computer labs, and room F-6 during regular office hours and by appointment.

EVALUATION

Your grade in this class will be based primarily upon your performance on written examinations. Examinations covering material presented in class and in assigned reading will be administered at the end of each unit during regular class periods. Grades on these examinations as well as frequent multiple-choice quizzes will be based on a standard grading scale: 90-100% = A; 80-89%=B, etc.

In addition to written examinations, you will be evaluated on your participation in classroom activities, completion of in-class and homework assignments as well as completion of a semester project. Final grades will be calculated as follows:

| | |
|--|-----|
| Examinations and Quizzes | 55% |
| Homework, Participation and Attendance | 30% |
| Term Project | 15% |

ABSENCE

In the event of an absence, it is the responsibility of the student to determine what assignments need to be completed. The instructor will not devote class time to explaining assignments missed due to an absence; students are welcome to come in during office hours for this information.

Students will be afforded one day to complete make up work for each day of an excused absence. Assignments submitted after this period of time will be considered late.

Assignments turned in late will not receive full credit. Late work will not be accepted for unexcused absences. Examinations missed during an excused absence must be completed on the first day you return to class.

Pursuant to District policy, students with excessive absences will be dropped from the course.

TERM PROJECT

Specific details will be provided at a later date.

FINAL EXAMINATIONS

First semester: December 14 – 17, 2010

Second semester: May 24 – May 27, 2011

STUDY ASSISTANCE

All students are encouraged to obtain additional assistance with class assignments and/or test preparation during regular office hours. The instructor will also be available at other times by appointment.

A FEW MORE ABSURD, UNREASONABLE REQUIREMENTS

These things should go without saying I suppose, but since some people prefer explicit instructions please take a moment to review the following:

1. **Arrive to class on time.** It's honestly insulting when students arrive late. They might as well hand me a note reading "I'd rather be in the hallway than in your class, please go die."
2. **Write in black ink.** Other colors are okay, too... for your love letters.
3. **Use complete sentences.** Assignments that include answers like "they landed" are not very meaningful. Answers like "The Apollo 11 astronauts landed on the moon on July 20, 1969" make much more sense.
4. **Do your own work.** Submitting the work of another as your own is known as plagiarism. This puts you on the fast track to expulsion from any respectable learning institution.
5. **Eat during lunch.** I don't understand why anybody would ever think it is acceptable to eat during class. Would you eat in church?
6. **Deal with your own bodily functions.** You have a fundamental right as a human being to use a toilet when necessary. Geneva Convention Accords (Chapter 3, Article 29) dictate that prisoners of war are afforded this right and, of course, so are you. Do not ask me if you can use the restroom as denying access would be a clear violation of your human rights – simply sign out for the pass when it is available. Please refrain from taking the pass during the first and last ten minutes of class to comply with school policy.
7. **Pay attention.** Everything in your life will be better if you do. Trust me.

LETTERS OF RECOMMENDATION

I will be very happy to write a letter of recommendation to a prospective school or employer if you are earning an above-average grade in my class. If you are not, you should work on improving your grade before asking me to sing your praises. If you do not intend to actually send the letter to someone and only want the letter to stick in a portfolio for another class, don't bother asking – this is a waste of time.

COURSE OUTLINE

This course follows the curriculum guidelines contained in the *California History and Social Science Framework* for eleventh-grade United States History. The following is a general schedule of topics we will discuss:

U.S. History CP Course Syllabus (cont.)

| UNIT | CHAPTERS | TOPICS |
|-----------------------|-----------------|--|
| Unit 1 to 1877 | 1-3 | Exploration and the Colonial Era through 1861 Revolution and the Early Republic |
| | 4 | The Civil War, 1861 – 1865 Reconstruction and its Effects |
| Unit 2 1877 – 1917 | 5-6 | Changes on the Western Frontier A New Industrial Age |
| | 7-8 | Immigrants and Urbanization Life at the Turn of the 20th Century |
| Unit 3 1890 – 1920 | 9-11 | The Progressive Era America Claims an Empire The First World War |
| Unit 4 1919 – 1940 | 12-13 | Politics of the Roaring Twenties The Roaring Life of the 1920s |
| | 14-15 | The Great Depression Begins The New Deal |
| Unit 5 1931 – 1960 | 16-17 | World War Looms The United States in World War II |
| | 18-19 | Cold War Conflicts The Postwar Boom |
| Unit 6 1954 – 1975 | 20-21 | The New Frontier and the Great Society Civil Rights |
| | 22-23 | The Vietnam War Years An Era of Social Change |
| Unit 7 1968 – 2001 | 24-25 | An Age of Limits The Conservative Tide |
| | 26 | The United States in Today's World |