

U.S. History 2020-2021 Syllabus

Mrs. Amy Penninger

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Google Classroom Codes: 1st hr- uj22hr5 ; 2nd hr- zcmeetx ; 5th hr- slmaep2 ; 7th hr- vczir7l

My schedule: 1st hr. U.S. History

2nd hr. U.S. History

3rd hr. AP U.S. History

4th hr. Geography

5th hr. U.S. History

6th hr P & C

7th hr. U.S. History

Office Hours 2:00-3:15

Course Description

Welcome to U.S. History! This 11th grade course uses a thematic approach to survey the people, events, ideas, and institutions important to the development of the United States and our place in the world. Special attention is given to political, social, and economic issues and their impact on the contemporary period. Earning a passing grade in the course is required to graduate; there are no prerequisites.

Course Materials

- Computer device
- Google Email and Classroom access
- 3 Ring Binder (preferably 1 inch) with loose-leaf paper and folder
- Writing utensils
- All other materials will be provided for you online!
- Currently, we can't share materials in class.

Course Instruction & Requirements

Throughout the year you will be exposed to a variety of teaching practices that will appeal to a wide range of learning styles. While the instructional delivery will be varied, the objectives and emphasis will remain the same. The emphasis is on not only mastering basic facts and concepts, but an authentic understanding of the past, and forming a deeper understanding of critical issues.

It is essential that you complete any assigned material so that you are able to participate and ask questions for clarity and meaningfulness. We will use a variety of source material; therefore, it is imperative that you keep your materials organized online and in your 3-ring binder. Use your planner to write down assignments and upcoming quizzes, tests, or projects.

Grading Procedure

Grades will consist of class work and homework, as well as quizzes, tests, and projects. Refer to the A-JCHS handbook for the semester exam policy.

A 90-100 B 80-89 C 70-79 D 60-69 E 59 & below

Student Responsibilities and Expectations

1) Be present and prepared.

-Bring necessary materials to class. Use the restroom on your breaks.

2) Respect yourself and others.

-Use good taste in your choice of words and actions; we are here to build each other up, not undervalue anyone. Take care of the special seating provided. Only get out of your seat for appropriate reasons. Do not disturb belongings which are not your own unless given permission.

3) Be on task and pay attention.

-Do not make class interruptions. Follow directives the first time they are given.
-Complete all activities and assignments to the best of your ability.

4) Follow all expectations outlined in this syllabus and the A-JCHS handbook.

These class expectations are necessary to establish an environment most conducive to learning. Failure to meet any of the expectations results in the following:

First offense- verbal warning

Second offense- Schedule detention with me within 24 hours of the time issued and parental contact as needed. Failure to serve a detention with me will result in a discipline report to a school administrator.

Third offense- discipline report and conference with administration.

In-Class Policies and Procedures

1) Be here if you're well!

Punctuality- If you arrive late to class and do not have a pass, you are tardy. In the event you need to go to your locker, you will receive a tardy. Consequences are as follows: 1st tardy of a semester- warning, 2nd- 20 minute detention, 3rd and subsequent- refer to A-JCHS handbook.

Absenteeism- Email me! For a planned absence, give me adequate notice to determine what you will miss. For an unplanned absence, refer to Google classroom. Arrange make-up work with the teacher at the beginning of the hour when you return to class.

2) Use technology appropriately!

We will use electronic devices as a learning tool and you may bring your laptop or tablet for these purposes only. Cell phones and related accessories are not to be used unless prior approval is given for educational purposes. Your use of them without prior consent allows for confiscation per school policy- no warning has to be given. If you're renting an A-J Chromebook you must bring it to class.

3) Work hard!

Each assignment is expected to be completed to the best of your individual ability and turned in on Google Classroom on the due date/time. Half credit will be given on late work up to 2 school days, unless prior arrangements are made or lateness is due to a school approved absence or policy. No credit will be given for assignments which are copied from another student or plagiarized.

Remote Learning Policies and Procedures

- 1) Expectations for learning are the same as in-person.
- 2) Google Classroom used to introduce topics, concepts, and ideas with the online copy of textbook and other sources, such as notes.
- 3) Google Classroom used for student completion of assignments/assessments and submitting online.
- 4) Make use of the opportunity for you to develop skills in appropriate online communication, internet tools, time management, and more.

Together let's make this a wonderful year!



U.S. History Units: First Semester

***Note this is a tentative plan and adjustments will be made as needed to accommodate this school year's special circumstances. This serves as a guide of predicted content and activities.**

Unit 1: The Study of History and the American Character

How and why does one study history?

What elements of our history have shaped our character and beliefs as a nation?

Specifically, what documents/language have shaped our character and beliefs? How?

What are your own beliefs regarding the values of our country?

-Primary sources in American history (Declaration of Independence, Constitution & Amendments, various Inaugural Addresses, Gettysburg Address, etc.)

-Timeline of important events in U.S. History

Formal assessment: Quiz, Unit test

Unit 2: Immigration to the U.S. and the Impact of Major Migrations

How have immigration and migration influenced the U.S.?

What can we learn from past immigration practices?

What immigration policy should the U.S. adopt for our future?

Immigration - Colonial times; Western European immigration in 19th century, turn of the century immigration wave; Asian exclusion; 1920s Red Scare, Nativism and Quota Acts; Immigration Acts post WWII and contemporary issues

Migration- westward expansion, various population shifts, urbanization

Formal assessment: Quiz, Unit test

Unit 3: 19th Century Wars & their Impact

Why do we have conflict?

What can one learn from studying conflict?

What were the causes of major wars of the 19th century and what were the effects?

Review of Revolutionary War and War of 1812, Mexican-American War, Civil War, Reconstruction, Imperialism

Formal assessment: Quizzes, Unit test on Civil War & Reconstruction

Unit 4: War, Peace, and the Responsibilities of Global Leadership, Part 1

What were the causes and results of major wars with U.S. involvement of the 20th Century?

How has science and technology changed the U.S. for the better? Worse?

What role should the U.S. play in the world today?

WWI

Local History Project - Due near end of semester. Research a local landmark, event, or person and create a presentation for the class.

U.S. History Units: Second Semester

Unit 4: War, Peace, and the Responsibilities of Global Leadership, Part II

WWII (debate use of Atomic bombs), Cold War and Vietnam

Formal Assessment: tests on WWI & WWII, quizzes on Cold War and Vietnam

Unit 5: Search for Economic Opportunity

How does the U.S. Economy operate?

What were some experiences of the farmer, laborer, and the businessperson in the past?

What were the causes and effects of the Great Depression and the New Deal?

Does socioeconomic class matter?

Basic concepts and economic history, compare/contrast experiences of the farmer, the worker, and big business in the late 1800s/early 1900s, causes and effects of the Great Depression and New Deal.

*Assessment- quizzes and unit test

Unit 6: Women's Struggle for Equality

In what ways have women's rights been suppressed in the past?

How have women struggled to achieve equality with men?

What issues are affecting women today?

-Absence of women's legal rights in colonial times, 1820-1860 Cult of True Womanhood, 1848 Seneca Falls Declaration, late 19th/early 20th Women's Suffrage Movement, 19th Amendment, Feminism, Equal Rights Amendment, contemporary issues

Unit 7: Native Americans' Struggle for Autonomy

-Government policies and their effects, wars with westward expansion, assimilation, modern times

Unit 8: Minorities' Struggle for Equality

In what ways have the various minority groups suffered discrimination?

How have they fought for justice?

What contributions have minorities made? How have they enriched our society?

What issues are affecting these groups today?

African Americans- slavery, Emancipation Proclamation, 13th-15th Amendments, Reconstruction, 1896 *Plessy v. Ferguson*, Jim Crow laws, Booker T. Washington and W.E.B. DuBois, 1920s thru 1940s mixed progress, 1954 *Brown v. Board of Ed.*, Civil Rights Movement and important figures

Mexican-Americans- 1846-8 Mexican-American War, discrimination in the 20th Century, Cesar Chavez, current propositions/laws

Asian Americans- Railroad workers, exclusions, Internment during WWII

Decade Project due at end of semester. Detailed information will be given at a later date.