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**Honors United States History**

Fall Semester 2019

**Instructor:** Benjamin Willis

**Room**: 111

**Email:** [Benjamin.Willis@cobbk12.org](mailto:Benjamin.Willis@cobbk12.org)

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**Class Website:** <http://www.mrwillis17.weebly.com>

**Textbook:**

Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. *United States: History and Geography.* Columbus, OH: McGraw-Hill Education, 2018.

Course Description:

The Honors U.S. History Course offers a comprehensive and intensive single semester survey of the major events and themes in United States’ history. Beginning with European colonization of the Americas, the course will span over 400 years of content, concluding with significant developments in the 21st century. While this class will undoubtedly be demanding, my goal is that it be equally rewarding. You will be expected to work with a variety of primary and secondary sources and a significant focus will be placed on analytical reading, writing, and intellectual discussion. Instead of being passive spectators, you will be expected to actively practice the discipline of history by engaging with a variety of historical perspectives through a variety of mediums, in the hopes of reaching a more complete interpretation of the past. By the conclusion of this class, the expectation is that you will be prepared to take and pass the Georgia Milestones End of Course Assessment, be better equipped for success in future academic pursuits and careers, and most importantly, grow as critically thinking global citizens.

Course Outline:

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| **Unit #** | **Unit Name and GSE Standards** | **Unit Essential Question** | **Pacing** | **Unit Test Date** |
| **1** | **Colonial Era: SSUSH 1-2** | How did colonial development in different regions of North America affect how ideas of civil liberties and rights changed over time? | 1.5 Weeks | 8/14/19 |
| **2** | **Revolution to Constitution: SSUSH 3-5** | How did the framework for the United States government emerge from the American Revolution and the flawed Articles of Confederation? | 2 Weeks | 8/29/19 |
| **3** | **Creating a Nation: SSUSH 6-7** | How was an American identity created and influenced by the development of political ideologies, international conflict, expansion, and social reform during the Early Republic? | 2 Weeks | 9/12/19 |
| **4** | **A Divided Nation: SSUSH 8-10** | How did political, social, and economic factors cause the Civil War and shape society afterwards? | 2.5 Weeks | 10/8/19 |
| **Midterm** | **Review of Standards SSUSH 1-10** | Midterm will be a 50 question cumulative test over SSUSH 1-10 |  | 10/8/19 |
| **5** | **Expansion and Reform: SSUSH 11-13** | How did the industrialization and expansion of the United States impact the treatment of American Indians, immigrants, and workers? | 2 Weeks | 10/22/19 |
| **6** | **Becoming a World Power: SSUSH 14-15** | How did the involvement of the US in WWI lead to prosperity and a shared national identity in the 1920s? | 1 Week | 10/29/19 |
| **7** | **National Crisis: SSUSH 16-19** | How did the New Deal and World War II impact the growth of the federal government? | 1 Weeks | 11/6/19 |
| **8** | **Recreating a National Political and Social Identity: SSUSH 20-21** | How did the conflicts of the Cold War and Civil Rights Movement bring about technological innovation and social change? | 2 Weeks | 11/20/19 |
| **9** | **Modern U.S. History: SSUSH 22-23** | How have political, economic, and technological changes impacted the United States since the 1970s? | 2.5 Weeks | 12/12/19 |
| **Final** | **EOC** | Georgia Milestones End of Course Test |  | TBD 12/19 |

**Grade Breakdown**

Tests: 35%

Classwork/Homework: 35%

Quizzes: 10%

EOC: 20%

**\*The Milestone EOC for this class will be administered in December 2019*.* Please know that 20% of your overall grade in the class is based upon this test and therefore you should begin preparing to be in attendance and do your best on the test from day one.**

**Skills**

In this course you will be expected to develop and hone the disciplinary practices and reasoning skills utilized by historians on a daily-basis. These include, but are not limited to:

* Contextualization: seeing the connections between the particular and the general
* Comparison: analyzing similarities and differences
* Causation: analyzing cause and effect
* Continuity and Change Over Time: identifying long-term patterns of continuity or change

**What to Expect**

* **Reading** – You will read an all-inclusive textbook in order to gain the basic facts and knowledge necessary to proceed with other activities and readings. In addition, you will regularly engage with primary source documents and other selected readings.

* **Discussion/Lecture** – You will be asked to participate in this activity in two important ways. From time to time, you will present material to the class. Also, you should always be prepared to take an active role in discussion. Participating in class discussion will be difficult if you are not adequately prepared for class. Participation can and will be used when determining your grade.
* **Tests** – Unit exams will be utilized to help you prepare for the EOC. They will be comprised of **multiple choice questions** as well as **short answer questions** modeled after the EOC exam. It is important to keep in mind that test questions will refer to all the information that has been discussed not just the information for the particular unit. Approximate test dates can be found on the pacing guide included in this syllabus. Please note, these dates are subject to change.
* **Written Work** – You will be expected to complete several written assignments during the year. These will include approximately 3 DBQs (Document Based Questions).

**Expectations**

1. Attendance is vital to success in this class
2. Come prepared for class
3. Respect everyone in the class
4. Monitor cell phone usage
5. Manage your workload

**Late Work and Make-up Policy**

To receive full credit for an assignment, it must be completed by the given due date. Any assignment turned in at the end of the day is still considered late. Late work will be penalized a full letter grade each day it is not completed.

Once a unit is completed, you will not be allowed to turn in any missing work from that unit.

If you are absent the day an assignment is due, that does not exempt you from the due date and late work penalty. There are several ways to turn in an assignment when you are absent. These include emailing the teacher, taking a picture of the assignment and sending it to the teacher, or sending it with a classmate.

Contrary to popular belief, when you are absent from class the show must and will go on! It is your responsibility to find out what assignments you missed and to get any notes for the day from a classmate and/or class website.

**Academic Honesty**

I strongly value academic ethics and will not tolerate academic dishonesty. Examples include, but are not limited to, claiming you did work by yourself when you really didn’t, copying homework, giving or receiving unauthorized help on an exam, submitting the same paper or a version of it for more than one course, and plagiarizing. *All* such incidences will be taken seriously and have serious consequences.

In order to deter plagiarism, we will use turnitin.com for submitting writing assignments in this course. Please go to turnitin.com and create an account. Use the following information to enroll in my class:

2nd Period

**Class ID**: 21752724

**Enrollment Key**: HUSH2

4th Period

**Class ID**: 21752748

**Enrollment Key**: HUSH4

**Keys to Success**

* READ! Success in this class and on the AP Exam will require extensive reading outside of the class. The reading assignments for each unit can be found on this syllabus and should be completed prior to the unit test. Manage your reading load wisely. Don’t allow yourself to fall behind or it will impact your performance in class.
* Take detailed notes during class and during your reading. When it is time to study you will be glad you have them. There is a direct correlation between good notes and good test scores!
* Maintain a well-organized notebook with all of your notes and assignments. This will be one of your primary study tools for the AP exam.
* If you plan on taking the AP Exam in May, commit to attending review sessions in the Spring semester now. While all students should plan to participate in APUSH review sessions, it is especially important if you are taking this course in the Fall semester.
* Get an AP U.S. History review book. If you plan to take the exam, this is essential. These books provide nice summaries of the content and helpful practice questions. Princeton Review, Kaplan, 5 Steps to a 5, Barron’s, AMSCO, and AP US History Crash Course are all fantastic options.
* Join and use Remind 101. Remind is the primary way I communicate with students outside of class. It is not uncommon for me to assign readings, videos, quizzes, etc. through this platform. If you are unable to join Remind, please speak with me.

**Tutoring**:

Tutoring is available in Room 111 every and Wednesday and Thursday mornings at 7:45.

**CAMPBELL HIGH SCHOOL Spring 2018**

**SYLLABUS ACKNOWLEDGEMENT**

**TEACHER:** Amanda Eckles and Benjamin Willis

**COURSE:** United States History

**Parents & Students, please read through and check (√) the boxes to the left indicating your agreement to the following:**

* **I have read the class syllabus.**
* **I understand the EOC is in December and students MUST be present**
* **I understand the cheating policy and the grading policy.**
* **Prefiero ser contactado en Español.**
* **Please provide a translator if you wish to contact me. Language: \_\_\_\_\_\_\_\_\_\_\_**
* **I have access to the Internet and will access the Synergy student & parent features to check on my student’s progress. I understand that teachers will make every effort to post grades promptly upon receipt of student work.**

(Print) Student Name

Student Signature

(Print) Parent Name

Parent Signature

(Cell) (Work)

Parent telephone numbers

(Parent e-mail—optional but encouraged*)*

(Student e-mail—REQUIRED*)*

**Movie Permission Form:**

**I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- (printed parent name)**

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**Having read and understood the contents of the syllabus, do agree to abide by the rules set forth within. I also do accept that my child may be exposed to films/television programming that may have a rating of PG-13 and DO OR DO NOT (please circle one) give consent to allow my child to participate in the viewing of these items. Children will be given an alternative assignment if needed (this is not a punishment).**

**I DO or DO NOT (please circle one) give consent for the viewing of PG-13 Films.**

**Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RETURN THIS FORM WITH BOTH SIGNATURES BY Friday January 5, 2018.**