

American History Syllabus

2016-2017

Karen H. Reeves

This course is designed to provide students with a study of the political, economic, social, and cultural history of the United States. Specific themes into which each unit of study will be integrated include the unique American culture, its diversity and identity, the influence of American religious beliefs on society, economic transformations, the nature of American politics and citizenship, the traditions of protest and reform, and current trends toward globalization. In addition to the content areas and skills objectives listed below, particular emphasis will be placed on the analysis and interpretation of primary sources, techniques of historiography and research, critical thinking skills, the decision-making model, and organizational/study techniques for the college bound student.

Textbook

Todd, Lewis Paul. *Triumph of the American Nation*. Chicago: Harcourt Brace Jovanovich, Publishers, 1986.

Required materials:

- 4- Paper folders (**MUST have 3-pronged brads + pockets; NO spiral notebooks**) + dividers
- 1 Pencil
- 1 Black/navy blue pen (**required for essays!**)
- 1 Red/green pen
- 1 - Personal planner or planning calendar
- 1 - Inexpensive 3 - hole punch, Tiny Tot stapler

Suggested materials:

Public library card
Dictionary
Flash/Jump Drive
Internet/printer access
Note: Students who wish to use the Internet at the Burke County Public Library must have a parent complete and sign the designated form at the library.

CONTENT OUTLINE

First Nine Weeks
Pre-Columbian Americas
Voyages of Exploration
Colonial America
Colonial Protest
American Revolution
Constitutional Era
Federal Period

Second Nine Weeks
Jeffersonian Democracy
Jacksonian Democracy
Growing Sectionalism
Antebellum Reform
Crisis/Civil War
Reconstruction
Settling the Last Frontier
Supplemental Reading
Semester Exams: December 14, 15, 16

Third Nine Weeks
The Industrial Revolution
The Gilded Age
The Progressive Era
American Expansion
World War I
The Roaring Twenties
The Great Depression
World War II
The Post-war Culture

Fourth Nine Weeks
The Cold War
Domestic Protest/Reform
Changing Technology
Modern Era
Interview Project/Book
Semester Exams: May 17, 18, 19

Note: This syllabus is subject to amendment when necessary in order to achieve the course objectives.

GRADING POLICY

DAILY GRADES = 35% of the Nine Weeks Average

- 1. Essays:** All essays/writing assignments are graded for grammar/style as well as content. Students will be informed in advance whether an essay will be part of an exam, count as a daily grade, or count as a test grade.
- 2. Classwork/homework:** These assignments will include, but are not limited to vocabulary lists, questions/study guides, graphics analysis, lecture notes, cooperative learning assignments, primary source readings, and research exercises.
- 3. Quizzes:** Students can expect to be tested --- without notice --- on information from the previous day's class, homework assignments, or vocabulary lists.
- 4. Class Participation:** Students will receive one daily grade per nine weeks based on their preparedness and willingness to participate. This grade will drop 20 points **each time** a student attends class unprepared. **(Paper, class notebook and a pen and pencil are required in class every day, unless students are otherwise notified.)** Parents should expect to hear from me should this become a problem.

TEST GRADES = 50% of the Nine Weeks Average

- 1. Unit Tests:** A major objective test will be administered with each unit. Information to be tested may come from any class discussions, notes, wall displays, research, or presentations.
- 2. Essays:** Essays which count as a test grade may be stand-alone assignments or part of the unit test.
- 3. Reading Requirements:** Students will be expected to read and report on selected books, articles, primary resources related to the news or an assigned research project. Guidelines will be provided in class.
- 4. Notebook:** Each student is required to keep all information pertinent to this class in a notebook. **(Loose papers or papers folded and kept in the textbook are not acceptable.)** This will include ALL WORK done in preparation for or in this class.

NINE WEEKS PROJECT = 15% of the Nine Weeks Average

Students will be required to complete an interview/reading project each nine weeks. Complete guidelines will be issued and discussed in class.

SEMESTER EXAM = 20% of the Semester Average

1. Semester exams are administered at the end of the 2nd and 4th nine weeks.
2. Semester exams may include **any information** covered during that grading period.

NOTE: *It is critical that students pay absolute attention in class and develop an effective approach to mastery of the material as we move through each unit. Students who wait until the night before a test to study or to prepare an assignment are rarely successful.*

*****Exams are NOT to be removed from this classroom without the instructor's permission!*****

EXPECTATIONS AND POLICIES

1. Students are expected to **obey all school rules** as presented in the EBA handbook. Do NOT ask me to make exceptions. It is my responsibility to enforce the student handbook.
2. Students are expected to be **seated and quiet BEFORE the tardy bell rings**. Trips to the restroom, pencil sharpener, and trash can, **as well as any board instructions**, must be completed before the tardy bell.
3. **Homework** in this class is essential to the following day's lesson and, therefore, **will NOT be accepted late**. Students should be prepared to turn in homework upon entering the classroom.
4. **Cheating** (includes, *but is not limited to*, copying another student's homework) **will not be tolerated**. Work will receive a grade of "o" and parents will be notified. Not only does it violate EBA policy, but it is counterproductive to the objectives of this class.
5. Students must make arrangements on the day of their return from an **EXCUSED** absence to **make up work** missed. ***It is the student's responsibility to ask for missed assignments (before or after class), as well as to get any lecture notes or other information missed.*** ALL make up work, both tests and other assignments, must be completed before or after school hours. **Assignments issued before an anticipated class absence are due upon that student's return to class unless arrangements are made with this instructor before the absence.**
6. Students are required to bring **pencil and pen, paper, and notebook** to class EVERY DAY unless otherwise notified. You WILL NOT PASS MY CLASS if you repeatedly attend unprepared.
7. Students are expected to display **courtesy** by raising their hands before speaking or leaving their desks, to respect the person and property of others, and to wait for the instructor, **NOT THE BELL**, to dismiss the class!
8. **PAY ATTENTION and STAY ON TASK!** We will not have time to waste nor will this instructor be patient with those who insist upon doing so.
9. Students are expected to demonstrate **RESPECT** for themselves and others while in this classroom. **Abusive or inappropriate comments, intimidating behavior, general rudeness, and constant complaining directed at other students or the instructor will not be tolerated.** A positive attitude and constructive behavior are expected so that this will be a meaningful learning experience.

Failure to meet these expectations will result in the following consequences (unless otherwise stated):

1st Offense: Documented Warning/Student Conference
2nd Offense: Parental Conference/Detention
3rd Offense: Office Referral

Note: Your success in this class is *extremely* important to me. Please contact me if you have difficulty meeting the requirements of the class, and together we can develop a plan to help you meet the standards as set forth in the course objectives.

Contact Information: Karen H. Reeves

EBA phone: (706) 554-4479
EBA email: kreeves@burkeacademy.org
Personal email: kreeves@burke.net
Personal webpage: reeveshistorypage.weebly.com

Instructor: *Karen H. Reeves*

Student Signature

Date

Parent/Guardian Signature