

U. S. History Syllabus

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Pearland High School 281-997-7445

Website: <http://www.my-history-class.com>

Textbook: *The Americans: Reconstruction through the 20th Century*: McDougal Littell,.

Course Description: U.S. History is a year long survey of American history from Reconstruction to the present. Emphasis is placed on vocabulary, critical thinking skills, historical writing, and interpretation of original documents (DBQ's). Besides listening to traditional lectures on important themes in U.S. History, students are expected to participate in class through discussions, debates of key issues, simulations, and mock trials. Furthermore, students are expected to continually develop their writing skills through regular short writing assignments, and maintain a notebook of all class handouts and materials.

Required Materials and Supplies: Please bring the following to class every day: lined paper (loose leaf or spiral bound), pencils, blue and/or black pens, a highlighter, and a three-ring binder (preferably a 2" to 3"). In addition, you will need a spiral notebook (10 ½" x 8" 70 sheets) that will be kept in the classroom for writing assignments.

Makeup Work Policy: On the day you return (at the beginning of class) , you will be expected to turn in any assignments that were collected while you were out. At the end of class check with me to see what you missed and to pick up handouts, arrange to makeup tests, quizzes, etc. Turn in any missed assignments the next class session. This is your responsibility, NOT mine!

Late Work: Regarding late work, get things in on time! I'm not kidding. It is a disservice to your learning and my teaching when you turn work in late. Late work will be accepted according to the following penalties: 1st day -15 points; 2nd day -30 points; 3rd day - 50 points; after the 3rd day you will receive a 0 for the assignment! Check Skyward often to keep up with missing assignments and avoid any surprises at the end of the grading period. This is also your responsibility, NOT mine!

Grades: Grades are based on the following scale. Each assignment is designated as a daily grade (ex; homework or vocabulary) or major grade (ex; test or long term project) based on length and degree of difficulty: 90%-100% = A 80%-89% = B 75%-79% = C 70%-74% = D
To succeed in this class, complete ALL assignments! I occasionally assign extra credit at the end of the grading period for you to boost your grade. Again, this is a privilege. Do not assume that you are entitled to it. Furthermore, if you have missing assignments you will not be eligible for extra credit until all assigned work has been submitted. All handouts and work (in progress and returned) are to be kept in students' binders. Do not throw anything away!

Tutorials & Contacting me: Tutorials are held Wednesday and Thursday from 2:20 to 2:50 pm or at other times with an appointment. My email is coxr@pearlandisd.org.

Unwelcome Materials: Cell phones and iPods are not allowed in the classroom. If you want these items on campus with you for use at lunch, etc, keep them out of sight and out of use while in this room. For parents who need to reach their child at school, please call the office and the message will be relayed.

Notebook Organization: Students must have a 2" to 3" binder with 100 to 200 sheets of loose-leaf paper, and 4 dividers with tabs – to be labeled: 1) TAKS Questions – these are TAKS review questions that must be answered every day at the beginning of class, 2) Notes – Date each page, keep chronological. The preferred form of notes will be Cornell notes. 3) Handouts – including handouts I give you and returned assignments. TAKS Handouts 4) including TAKS handouts I give you and returned assignments.

*Notebooks will be checked regularly, and each of the 4 section is worth 25% of your total notebook grade

Class Participation: Students will be responsible for daily discussions, assignments, and activities. The overall grade will include a class discussion grade. Please be aware of the importance of participation!

Collaborative Groups: You will be required to work with others at times, so you will need to be organized and communicate with your partner or team members.

Big Picture Spiral Notebook: you will need a spiral notebook (10 ½ " x 8" 70 sheets) that will be kept in the classroom for writing assignments. Periodically students will answer a big picture question over what we have studied in class. This will be a 5 minute writing followed by a class discussion of the topic. Please remember the importance of class discussion!

U.S. History Classroom Code of Conduct

Most students exhibit appropriate behavior in class, but learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom experience will be a better one for everyone involved.

Classroom Rules:

1. Class begins promptly at the beginning of the class period. When the bell rings be in your seat and ready to start participating in class at that time. That same rule applies to me – I should be ready at the start of class, which means having technology operational and required materials available. The door will be locked and shut when the bell rings and the 10/10 Rule will be strictly enforced! If you are late you will only be admitted with a tardy slip.
1. Be polite and respectful: Profane, abusive or impolite language or messages will not be tolerated. This includes abusive language, printed materials or behavior based upon a persons race, color, national origin, religion, and physical or mental status.
2. Cell phones, laptop computers (unless authorized by your assistant principal), video games, iPods, MP3's and other personal music devices are to be turned off and stowed at the beginning of each class. This also means NO ear buds or headphones!
3. Turn your cell phone off and stow it before the start of class. I'll also turn mine off. If you have your phone out during class you risk having it taken up and turned into the office.
4. It is fine to bring a drink or a snack to class, as long as it isn't distracting to the class and we are not in a computer lab. However, please remember that someone else will be coming into the room after your class is done, so PICK UP YOUR TRASH. This is a privilege, NOT a right, and will be taken away if trash is left on the floor or desks! Also, don't ask to go get a snack or drink during class!
5. I expect to have your attention for the full class period. This means:
 - Avoid conversations with people sitting around you. It's a small room – even if you whisper, please realize that other people can certainly see you, and that's distracting to them (and to me.) Talking or whispering during a test will result in a zero on that test. Additionally, persistent talking during tests will result in a zero and disciplinary action.
 - Do *not* start zipping up your backpack and rustling papers before the end of the class period. There's sufficient time for you to get to your next class without disrupting the last few minutes of this class. If one person does it, it seems to trigger others to do it, and it makes the last few minutes less than optimal for everyone.

- If you know that you'll need to leave before the class is over, do so as not to disrupt others. Similarly, if you arrive in class late, just slip in as quietly as possible and go straight to your seat. Also, Do NOT line up at the door and wait for the bell!
 - If you are so tired that you cannot keep your head up, you should go to the nurse or go home. I realize that environmental factors affect this, including warm rooms, dimmed lights, and material that may not be interesting to you. I'll try to make class interesting, but remember that my primary goal is to teach you, not to entertain you.
 - Turn in assignments on time. Earthquake, fire, flood, and catastrophic illness are the only reasonable excuses for a late submission.
 - Disrespectful and rude behavior towards the teacher or fellow students will not be tolerated and any student that consistently violates this rule will be disciplined.
7. As the teacher for this course, I additionally hold myself accountable to the following;
- be knowledgeable and current on the topics presented in this course
 - be a role model and a professional
 - provide prompt feedback on assignments and quizzes (within one week)
 - make time available outside of classes for tutorials and teacher-parent meetings
 - be fair and impartial in student assessments
 - follow published Pearland ISD policy

Additional Rules When in the Computer Lab

The website for this class is www.myhistoryclass.net, and we will use it frequently to complete internet assignments, blog, etc. There are many resources available to help you be successful in this class at www.myhistoryclass.net. Check it often for homework, handouts, class notes, makeup work, and more!

- Follow proper startup and shutdown procedures on all school computers.
- Observe the proper handling of computer hardware, software, and furniture.
- Refrain from having food, drinks, or gum around any computer.
- Lab users will be respectful of others and will not make unnecessary noise and distractions. Low conversations that are not disturbing to others are permitted. Loud talking and behavior is not permitted.
- Be polite and respectful: Profane, abusive or impolite language or messages will not be tolerated.
- Leave computers unchanged. Do not change or rearrange the desktops, keys on the keyboard, or screen savers.
- Absolutely no outside software may be copied onto the hard disk of any computer in the computer labs.
- Working documents must be saved on portable disks or in student folders.
- Personal or school information such as passwords, phone numbers, addresses, e-mail addresses, etc., must not be given out.
- Use computers for their intended purposes only.
- Sending/receiving personal email is prohibited.
- Viewing or downloading inappropriate materials from the Internet is forbidden.
- Use of the Internet must support academic purposes. Playing games that are unrelated to school assignments is not allowed.
- Accessing sites that are unrelated to school assignments is not allowed.
- Understand copyright laws and observe rules of plagiarism.
- Off task behavior or violation of the above rules will result in disciplinary action and/or a reduction in your grade for the current internet assignment or project.

COURSE OUTLINE AND ASSIGNMENTS

<u>WEEK</u>	<u>MAJOR TOPICS AND EXAMS</u>	<u>READINGS* & QUIZZES**</u>
1 st Six Weeks	The Industrial Age: Big Business, Railroads, and Labor	<i>Chapter 6 (Quiz)</i>
1 st Six Weeks	Immigrants and Urbanization: Urban Problems and Politics in The Gilded Age	<i>Chapter 7 (Quiz)</i>
	EXAM 1	
1 st Six Weeks	Life at the Turn of the 20 th Century: Science and Technology, Segregation and Discrimination, and the Rise of Mass Culture.	<i>Chapter 8 (Quiz)</i>
2 nd Six Weeks	The Progressive Era: Teddy Roosevelt, William H. Taft, Woodrow Wilson, and the Muckrakers	<i>Chapter 9 (Quiz)</i>
	EXAM 2	
2 nd Six Weeks	America Claims an Empire: Imperialism, The Spanish American War, and the Panama Canal	<i>Chapter 10 (Quiz)</i>
2 nd Six Weeks	The First World War: The Causes of WW I, The Homefront, and the League of Nations.	<i>Chapter 11 (Quiz)</i>
	EXAM 3	
3 rd Six Weeks	Politics of the Roaring Twenties: PostWar Issues, Harding, and Business	<i>Chapter 12 (Quiz)</i>
3 rd Six Weeks	The Roaring Life of the 1920s: 20's Women and Youth, Popular Culture, The Harlem Renaissance, and The Jazz Age.	<i>Chapter 13 (Quiz)</i>
	EXAM 4	
3 rd Six Weeks	The Great Depression: Causes of The Great Depression, Hardships, and Hoover.	<i>Chapter 14 (Quiz)</i>
3 rd Six Weeks	The New Deal: FDR, New Deal Programs, Culture, and The Tennessee Valley Authority.	<i>Chapter 15 (Quiz)</i>
	1ST SEMESTER EXAM	
4 th Six Weeks	World War II: The Causes of WW II, The Rise of Dictators, The Holocaust, and Isolationism.	<i>Chapter 16 (Quiz)</i>
4 th Six Weeks	The United States Enters WW II: The War in Europe, The	<i>Chapter 17 (Quiz)</i>

	War in The Pacific, and the Dropping of the Atomic Bomb.	
	EXAM 5	
4 th Six Weeks	Cold War Conflicts: Origins of the Cold War and the Cold War at Home.	<i>Chapter 18 (Quiz)</i>
4 th Six Weeks	The Postwar Boom: The Fifties, Popular Culture, and the Emergence of the Teenager	<i>Chapter 19 (Quiz)</i>
	EXAM 6	
5 th Six Weeks	The New Frontier and The Great Society: Kennedy and LBJ	<i>Chapter 20 (Quiz)</i>
5 th Six Weeks	Civil Rights: Segregation and The Civil Rights Movement. (Brown vs Board of Education Of Topeka)	<i>Chapter 21 (Quiz)</i>
	EXAM 7	
5 th Six Weeks	The Vietnam War Years: U.S. Involvement, Escalation, and Protests.	<i>Chapter 22 (Quiz)</i>
5 th Six Weeks	An Era of Social Change: Latinos, Native Americans, Women, and The Counterculture. (Reynolds vs Sims)	<i>Chapter 23 (Quiz)</i>
	EXAM 8	
5 th Six Weeks	Review of The Colonial Period, The Revolutionary Period, The Constitution, The Early Republic, The Jeffersonian and Jacksonian Eras, Manifest Destiny, The Civil War, Reconstruction, and settlement of the West	<i>Chapters 1, 2, 3, 4, 5</i>
	TAKS TEST	
6 th Six Weeks	An Age of Limits: The Nixon, Ford, and Carter Years	<i>Chapter 24 (Quiz)</i>
6 th Six Weeks	The Conservative Tide: Reagan, Bush, and Foreign Policy after the Cold War	<i>Chapter 25 (Quiz)</i>
6 th Six Weeks	The United States in Today's World: Globalization and Current Events	<i>Chapter 26</i>
	2nd SEMESTER EXAM	

Notes:

- * Course readings are mandatory and should be completed before the indicated class period.
- *Quizzes are on reading assignments and classroom notes.
- *District Benchmark Exams will be given about every 9 weeks and will be counted as part of the students final grade.

