

CENTRAL HIGH SCHOOL

U. S. History Honors

Mr. Anderson

**COURSE SYLLABUS**

**Course Description:**

United States History Honors is a one-year survey of the significant political, economic social, cultural and diplomatic developments in American history from The Encounter to 1945. Students will use primary and secondary course document analysis to address major themes, including the changing nature of U.S. Democracy, the changing face of American society, and the United States' changing role in the world. Students in this course are expected complete more rigorous coursework and to routinely use higher order thinking skills. The course meets U.S. and Illinois Constitution Test requirements.

**Course Objectives:**

This course and text are aligned to the Illinois Learning Standards for Social Science (Goals 14-18).

Upon the successful completion of this course, students will be able to:

- demonstrate a knowledge of the US and Illinois Constitutions.
- understand how historical events impact the future.
- identify the element of cause and effect in a historical context.
- understand key events in history in terms of their chronology.
- analyze primary and secondary source documents to gain a greater understanding of a historical event, figure, period or era.

**Required Class Materials:**

Spiral notebook- notetaking

Pocket folder or binder folder- It is suggested that students keep returned assignments for assessments.

Pens

Pencils

**Text:**

Danzer, G.A., Klor de Alva, J.J., Krieger, L., Wilson, L. & Woloch N. (2005). The Americans. Evanston, IL: McDougal Littell.

Other readings may be assigned. (US Constitution workbook)

## Course Outline:

<u>Week</u>	<u>Chap.</u>	<u>Topic</u>	<u>Assessment Type</u>
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### Semester One

#### 1<sup>st</sup> Quarter

1-2	Intr & Ch.3	Colonization	Traditional
3	Ch. 4	Revolutionary War	Project
4	Ch.5	US Constitution	Traditional
5-7	----	US Constitution Unit	wkbk. Project
*8	----- <b>US &amp; Illinois Constitution Test</b> ---		Traditional
9	Ch.6	New Nation,War of 1812	Traditional
10	Ch 7-8	Nationalism, Sectionalism, Reform	Traditional

#### 2<sup>nd</sup> Quarter

11	Ch 9	Westward Expansion	Project
12	Ch. 10	Slavery	Traditional
13-15	Ch.11	Civil War	Project & Traditional
16	Ch.12	Reconstruction	Traditional
17-18	Ch.13	Indian Wars, Frontier Movement	Project
19	-----	Illinois History	Project
20	----- <b>Final Exam Review and Assessment</b> ----		Traditional

### Semester Two

#### 3<sup>rd</sup> Quarter

21	Ch.14	Industrialism Sp-Am. War	Traditional
22-23	Ch. 15-17	Gilded Age, Progressive Era	Traditional
24	Ch. 18	Imperialism	Traditional
25-27	Ch. 19	WWI	Traditional & Project
28-29	-----	20th Century	Project

## 4<sup>th</sup> Quarter

30-32	Ch. 20-21	The 1920's	Project
33	Ch. 22	The Depression	Traditional
34	Ch. 23	New Deal	Traditional
35	Ch. 24	Rise of Dictators, Holocaust	Traditional
36-37	Ch. 25	WWII	Traditional & Project
38	----- <b>Final Exam Review and Assessment</b> ----		Traditional

### **Major Assignments:**

US Constitution Exam mid-late October

Projects are noted in the course outline

### **Grading:**

The grading scale for US History follows the school guideline.

Student performance will be classified into the following sections:

Daily assignments-----25%

Quizzes-----25%

Tests-----25%

Notebook/Participation-----25%

Grades will be monitored and maintained during the semester. It is the students responsibility to keep a running total of their grade via Skyward. The instructor will explain grading requirements for each assignment and their point total to assist the students. Students are free to verify their grade when instructor is available.

\*US History Honors is a Level 2 Course meaning that it carries a weighted grade used in determining GPA.

### **Class Policies & Procedures:**

Attendance/Tardiness/Late Work/Academic Dishonesty-These policies are aligned with the Central High School handbook.

Retest/Make-Up- Students are highly encouraged to attend school on examination days. Make-Up test times will be assigned by the instructor.

### **Miscellaneous:**

Mode of Delivery:

Interactive lectures, Power Point Presentations, large and small group discussions, individual and group presentations, panel discussions, guest speakers, student-led discussions.

## Assessment:

Students will be tested for knowledge of content using the following formats:

- Traditional- multiple choice, matching, true/false, short answer, Mapping,/Diagramming, sequencing, Essay
- Alternative Assessment- Project Based, Concept Applications

Students are given 3 opportunities to retake the US Constitution with the instructor. Review sessions may be scheduled.

## Ethics, Honesty, and Participation/Class Assignments:

Regular, prompt, and full attendance is necessary for acquiring a full perspective, appreciation and understanding of the topics studied. Students are expected to stay current in assigned class readings, as well as participate in class activities and discussions. Participation should reflect both quality and quantity. It is not the mere participation, but the degree of the insight, analysis and synthesis in applying information and articulating it to the class in a mature manner that provides educational value.

## **Instructor Contact:**

The instructor can be reached by calling the high school office and arranging an appointment, by calling for a phone conference, or by email.

815-694-2321 (office)

[sanderson@cusd4.org](mailto:sanderson@cusd4.org) (email)