**College Now/Dual Credit U.S. History** - **Course Syllabus 2015-16**

**Mr. Craig Sanders**

**Location:** Room D103

**Contact:** craig.sanders@fortbendisd.com, sandersc@wcjc.edu or (281) 327-5200 (email is preferred)

**Teacher Website:** Please visit Mr. Sanders’ section of the RPHS webpage for links. All assignments, reviews, class power points and other materials will be posted on this course’s Edmodo page. Use the group code p9v9ai at <http://www.edmodo.com> to join this group.

**Conference period**: 7th (1:40-2:30 p.m.)

**Tutorials:** Tuesdays and Thursdays after school (2:30-3:00) or by appointment.

**Textbook:**

Shi, Tindall.  *America: The Essential Learning Edition (1st Edition).* Norton Books, 2014. (As in any college course, you are required to obtain a copy of this book on your own. It can be obtained through the Wharton JC bookstores or online at Amazon.Com at [http://www.amazon.com/America-Essential-Learning-Vol-One-/dp/0393935876/ref=sr\_1\_1?s=books&ie=UTF8&qid=1439694651&sr=1-1&keywords=america+the+essential+learning+edition](http://www.amazon.com/America-Essential-Learning-Vol-One-/dp/0393935876/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1439694651&sr=1-1&keywords=america+the+essential+learning+edition)) Be sure to get the college one-volume edition if ordering online. Additional readings to be assigned by teacher will be posted online on class website or distributed in class.

**Course Description:**

**College Now/Dual Credit U.S. History (Course #12581)** is a survey college-level two semester high school course that studies United States history beginning with the European background for the discovery of America and continuing to the close of Reconstruction in 1877 (1st semester) and continuing to the present day (2nd semester).

Successful completion of this course with passing grades will earn students both high school, and in most cases, college credit (please check with your eventual college of choice for specific details on how to transfer credit for this course to your college transcript).

**US History I (Core 060 – History 1301).** A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre- Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: TSI satisfied in Reading and Writing.

**US History II (Core 060 – History 1302).** A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: TSI satisfied in Reading and Writing; HIST 1301 recommended.

**Materials**

You will need the following supplies for this class:

* Textbook (students to obtain on own)
* One-subject spiral notebook for classroom writing assignments (100 page 8 ½ X 11 in.)
* Blue or black ink pens for assignments
* Spiral notebook or electronic device to take classroom notes

**Grading Procedures:**

**Daily grades (50%)**

* Chapter Vocabulary and/or Assessment Quizzes
* In-class Assignments
* Homework Assignments
* Class Writing Logs

**Major grades (50%)**

* Exams (up to Five Unit Exams)
* Projects
* Semester Final (your finals will be graded per FBISD policy and include both a Wharton JC 50-question Post-Test and additional questions related to course material covered exclusively at Ridge Point HS. The Wharton JC Post-Test will be divided into five chronological time periods (1492-1763; 1764-1799; 1800-1844; 1845-1859; and 1860-1877 in the first semester and 1877-1914; 1915-1932; 1933-1952; 1953-1979; and 1980-present in the second semester.)

**Make Up Assignments / Late Work**

Make up work due to your absence in class is the student’s responsibility. Major grades such as projects and tests are reduced by 10% per day the assignment is late. After the 5th day late the major assignment will become a 0%. Daily Assignments can earn a maximum of 90% for being one day late and 70% for two days late. Daily Assignments that are late for more than three days are subject to a maximum of 50%.

**Grading**

The grading scale used for all tests, papers, assignments, and projects for Wharton JC will be as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

The grading scale used for all tests, papers, assignments, and projects for Ridge Point HS and FBISD will be as follows:

90-100 = A

80-89 = B

75-79 = C

70-74 = D

Below 70 = F

All materials will be graded just once. At the end of each semester you will have one grade and separate high school and college grades will be registered on your specific transcripts.

**Drop Day – November 20, 2015** (this is the last day Wharton JC students may drop this course.) Please keep in mind that Texas state policies prohibit any student from dropping more than six total courses in college.

**Compulsory Attendance Policy**

To receive credit for a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case may also be required before the student can receive credit for the class.

If a student attends less than 75 percent of the days a class is offered or did not complete a plan approved by the principal, the student will be referred to the campus Attendance Review Committee to determine whether there are extenuating circumstances, as described above, for the absences and how the student can regain credit, if appropriate.

**Academic Honesty Policy**

District students assume the responsibility of their own work at all times, whether graded or not.

Any action intended to obtain or assist in obtaining credit for work that is not one’s own is considered academic dishonesty. Students will support the principles of academic integrity and refrain from all forms of dishonesty by not exhibiting and/or participating in unacceptable behaviors which include, but are not limited to the following: (please consult the FBISD student handbook for additional information)

Submitting another person’s work as one’s own

Committing or being party to the act of forgery

Giving or accepting a copy of or information in reference to any assessment, quiz, lab work, homework, or scoring device

Copying from another student’s assessment or allowing another student to copy one’s assessment at any time

Using materials or electronic devices that are not permitted during an assessment

Plagiarizing work (a form of deliberate or reckless representation of another’s words/work or ideas as one’s own without citation)

Permitting someone, including another student, parent, sibling, or tutor, to complete one’s homework, project, report, paper, or take-home assessment

Claiming an illness in order to avoid an assessment or assignment of any kind on the scheduled date

Claiming an emergency or illness in order to miss a class

Stealing -- includes but is not limited to taking another person’s property without permission; stealing copies of assessments, teacher’s edition of textbooks, or another student’s work, notes, or handouts

Course Outline

**Semester 1 - Unit I – An Old “New” World (1492-1776) (chapters 1-4)**

Key Topics

• Native Americans before contact

• Beginning of European Overseas Expansion

• Africa and the Atlantic Slave Trade

• The Spanish, English, and French Empires in America

• The Seven Years War

• Events Leading to American Revolution

**Semester 1 - Unit II – Building a Nation (1776-1815) (ch. 5-7)**

Key Topics

• American Revolution and 1783 Treaty of Paris

• Articles of Confederation and Challenges to the Confederation

• Constitutional Reform and New Federalist Government

• George Washington’s and John Adams’ Administrations

• Jefferson Republic

**Semester 1 - Unit III – An Expanding Nation (1815-1860) (ch. 8-12)**

Key Topics

• The South and Slavery

• Presidential Administrations and Policies between James Madison and John Tyler

• Social Changes in Early America (Native American policies, Sectionalism, Transcedentalism and other religious transformations)

• Economic Challenges (embargos, tariffs, the Bank War, Early Industrialism and Technology)

• Beginning Western Expansion (Louisiana Purchase, Texas, Oregon Territory)

**Semester 1 - Unit IV – A House Divided and Rebuilt (1830-1877) (ch. 13-15)**

Key Topics

• Manifest Destiny & Mexican-American War

• Presidential Administrations and Policies between James K. Polk and James Buchanan

• Events Leading to the Civil War (Compromise of 1850, Kansas/Nebraska Act, Dred Scott, etc.)

• Beginning Events of Civil War (Election of 1860, Fort Sumter)

• Major Conflicts of the Civil War and Emancipation Proclamation

• End of Civil War and Abraham Lincoln’s Assassination

• Three Plans for Reconstruction

• Ulysses S. Grant’s Presidency and Election of Rutherford B. Hayes

• Failure of Reconstruction and 1877 Compromise

**Semester 2 - Unit V –Growing Pains (1860-1913) (ch. 16-19)**

Key Topics

• General Failure of Political Leadership during Reconstruction and Gilded Age

• Social Changes in America (Social Gospel, Reform Movements, Constitutional Amendments)

• Cultural Changes in America, including Literature, Mass Journalism and Popular Culture Emergence

• End of Frontier and Indian Wars

• Diplomatic History of America in Late 19th Century and Early 20th Century

• Rise of Big Business – Robber Barons or Captains of Industry?

**Semester 2 - Unit VI – Modern America (1890-1945) (chapters 20-24)**

Key Topics

• Progressive Era Presidents & Policies – Theodore Roosevelt, William Howard Taft and Woodrow Wilson

• Republican Presidential Administrations of Harding, Coolidge and Hoover

• World War One, Including Failure of League of Nations (European Beginnings, American Involvement)

• The Jazz Age – Popular Culture Changes of the 1920s

• Causes of the Great Depression and Hoover Administration Responses

• America during the Great Depression

• The New Deal and Government Changes under FDR

• Rise of Totalitarianism Leading to WWII

• World War II – Beginnings, U.S. Involvement, Pacific and European Fronts, End of the War and Development of the Atomic Bomb, Home Front, Social Changes

**Semester 2 - Unit VII – The American Age (1945-present) (chapters 25-30)**

Key Topics

• Emergence of United States as Global Power and Beginnings of Cold War

• The Korean War (1950-53), Rise of Communism (Berlin, Chinese Civil War, Soviet Power)

• Other Cold War Struggles and Issues (McCarthyism, Duck and Cover, Space Race)

• Presidencies of Eisenhower, Kennedy, LBJ, Nixon, Ford and Carter

• The Vietnam War (1960s and 70s) and Presidential Responses. American Protest to Vietnam.

• The Civil Rights and Other Protest Movements of the 1950s, 60s and 70s.

• Presidencies of Reagan, Bush #41, Clinton, Bush #43 and Obama

• End of the Cold War

• Rise of Terrorism

• Technological Changes at the end of the 20th Century and Beginning of 21st Century

• Issues Facing our Society in Modern Day