Honors American History

Course Syllabus & Outline

Teacher: Mr. Sutton

**Course Description**:

The Honors United States History course is intended for academically motivated students who wish to develop a deeper knowledge and understanding of American history. This survey course focuses on the evolution of America’s political, economic, social/cultural, and technological developments through time in an attempt recognize how those key threads are interwoven. More broadly, the study of this valuable course material will be used to strengthen key student skills in reading, writing, critical thinking and analysis, research, organization and preparation, and academic integrity. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Furthermore, it is always a personal goal to help students develop a deeper appreciation for our shared American heritage and the civic duties and responsibilities entrusted to and expected of each of us in preservation of our democracy and liberty.

**Main Course Objectives:**

At the end of this course, the student will be able to:

1. Trace the development of ages/eras through US history and the major changes and events that defined each age/era.
2. Discuss the creation and evolution of political and social institutions/systems in American history identifying the causal pressures and forces surrounding their creation and/or purpose/s.
3. Correctly locate each of the basic features of US geography: states, rivers, mountain ranges.
4. Describe the formation and evolution of American foreign policy identifying major forces (internal and external) responsible for shifts and changes in policy through history.
5. Discuss key developments in social and cultural systems through American history.
6. Explain the impact of major economic developments both nationally and globally.

**Key Skills:**

1. Organizing, grouping, and interpreting facts
2. Identifying trends and making predictions
3. Constructing a solid thesis, developing evidence in support of that thesis, and backing it up with specific detail
4. Key skills in reading and writing for comprehension (summarization, main idea, evidence, purpose, audience, structure and organization, etc…)
5. Note taking and test taking strategies

**Course Materials:**

**Class Website:**

[**mrsuttonsclass.weebly.com**](Honors%20US%20History%20(Edison)%20(Autosaved).docx)

The class website is really important! There, you will find this syllabus, weekly outlines and assignments, links to a digital version of your textbook, and a whole lot more. Make sure you make good use of it often!

**Primary Text**

Clayton, Andrew, Elisabeth Israels Perry, Linda Reed, and Allan M. Winkler. *America, Pathways to the Present.* Boston: Pearson Prentice Hall, 2007

**Supplemental Online Texts**

Gilder Lehrman American History

<http://www.gilderlehrman.org/history-by-era>

Digital History Online Textbook

<http://www.digitalhistory.uh.edu/database/hyper_titles.cfm>

USHistory.org Online Textbook

<http://www.ushistory.org/us/>

"America's Story" Library of Congress  
<http://www.americaslibrary.gov/jb/index.php>

**Supplies Suggested:**

* Writing supplies: pen/pencil
* A binder
* Notebook paper
* 2-3 hole-punched folders (for the binder)
* Flash drive (if you don’t already have one)

**Supplies REQUIRED:**

* Positive attitude (Optimism)
* Willingness to learn and discover
* Curiosity
* Work ethic (Grit)
* Self Control

**Policies:**

**Homework:**

Because this course contains a large amount of material covered in a comparatively short amount of time, it would be a disadvantage to any student who fell behind in the homework assignments. The typical homework assignment consists of reading about 5-10 pages of text and writing a short response or completing an activity associated with that reading. Those daily assignments are expected to have been READ and completed for the following day’s class. NOT DOING SO WILL PUT YOU, THE STUDENT, AT A DISADVANTAGE. You need that prior information in your head to fully take advantage of the lessons and activities that take place in the classroom. Projects, research assignments, and special activities will have varying timeframes applied depending on the range of difficulty and time necessary for you to successfully complete the requirements of that particular learning experience. However, a deadline is a DEADLINE… no late work will be accepted after that date (obviously, verifiable emergencies are an exception).

**Tests and Quizzes:**

Typically, you can expect to have a quiz (10-50 points) every week and a test (75-150 points) every two weeks. This is a generalization. There are a few instances where you may have tests closer together or farther apart in the schedule depending on what we’re covering or if we are engaged in a project of some kind. Pay attention to the class calendar and your weekly outlines and you’ll be well informed and prepared.

**Class Expectations:**

* **Be on time**... no excuses. (In your seat at the bell.)
* Be prepared and ready to learn **EVERY DAY**: Have everything you need for class, including homework, ready to go when the bell rings.
* Listen to directions and instructions carefully, **THEN** raise your hand if you have questions or comments.
* Respect other students’ right to learn. (Stay in your seat, focused and on-task. Make no distractions to others. Ex: talking out of turn)
* Respect our learning environment. (If it isn’t yours, don’t touch it. If it’s a mess, clean it up)
* Personal electronics are to be turned OFF and put away… no exceptions. I KNOW this will be a difficulty for some of you, but we, as a class, cannot afford the distraction.
* Food, candy, and gum are not permitted, however, drinks in a screw-top container are allowed (subject to revocation).
* Do your very best EVERY day. Your destiny is in your hands.