

U.S History 2024-2025

SCHOOL WEBSITE: <http://www.yonkerspublicschools.org>

Class page: U.S. History- You **must** use the **Microsoft Teams**. It contains homework assignments, exam dates and prep, and many other resources we will use throughout the year. Using the **Teams** is the best way to keep up-to-date if you are sick or out of town or simply need more information. Much of this information is also available on our class page on the school's website.

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Course Materials

Joyce Appleby, Ph.D., Alan Brinkley, Ph.D., Albert S. Broussard, Ph.D., James M. McPherson, Ph.D., Donald A. Ritchie, Ph.D. (2010) *The American Vision*. Ohio: Macmillan/McGraw-Hill Glencoe

Supplemental readings.

Course Goals and Description

U.S. History is a full-year course designed to provide students with an in-depth overview of American History, from the theoretical beginnings of man's arrival in North America to present day and prepare students for the U.S History Regents exam given in June. In order to achieve these goals, we will employ various methods in and out of class including but not limited to, lectures, discussions, and extensive review sessions. Other key components include demonstrations, group work, and class activities; the content of which may or may not be covered in the text. Active participation in these activities will help clarify certain areas of study and should add to everyone's enjoyment of the class.

It is extremely important that all students in U.S History read all work assigned in and out of the textbook. Unfortunately, not all of the material in the text can be addressed in class due to time constraints. Still, that material will appear on quizzes and exams. Therefore, in addition to reading the text, I strongly urge you to use all the material you receive and posted resources to prepare for assessments

Attendance

It is imperative that each student attend class daily whether school is in person on location at school, or done remotely, and is prompt and prepared to work. It is the student's responsibility to make up missed work. All work can be found on our class page on the school website.

Daily and weekly assignments

Reading

It is critical that each student read the textbook and additional readings daily. Each student must follow along with the topics being discussed in class.

Essays/Projects

Critical analysis papers, as well as research papers and projects will be assigned periodically throughout the year. Each essay is to be done double spaced in a 12 point font in MLA style.

Homework

Homework is assigned daily. The point value varies depending on the assignment. The points for each assignment will be posted along with the assignment on the class page. Homework assignments that are tardy will receive a **deduction for each day they are late**. Assignments may not be accepted beyond five school days from the due date.

Quizzes and Exams

Chapter quizzes will be in multiple formats. If absent, exams are to be made up upon return to school.

Midterm exam

This exam incorporates curriculum from the first half of the year. It may include multiple choice questions, DBQ questions and essays. It is equivalent to 10% of the year's grade.

U.S History Regents exam

PARTS	QUESTION TYPE	NUMBER OF QUESTIONS	MAXIMUM RAW SCORE CREDIT
Part I	Stimulus-Based Multiple-Choice Questions	28	28
Part II	Stimulus-Based Short-Essay Questions SET 1: Students describe the historical context surrounding two documents and	2 Sets: Set 1 has one Short Essay Question based	10

	<p>identify and explain the relationship between the events and/or ideas found in those documents (Cause/Effect or Similarity/Difference or Turning Point)</p> <p>SET 2: Students describe the historical context surrounding two documents and (for one identified document) analyze and explain how audience, or purpose, or bias, or point of view affects the document's use as a reliable source of evidence</p>	<p>on a 5-point rubric</p> <p>Set 2 has one Short Essay Question based on a 5-point rubric</p>	
Part III	<p>Civic Literacy Document-Based Essay</p> <p><i>Short-response questions based on each of the six documents</i></p> <p><i>Extended essay based on the set of six documents and focused on constitutional and civic issues</i></p> <p>Essay Task: Students will be instructed to read and analyze the documents. Using information from the documents and their knowledge of United States history and government, students will write an essay in which they are instructed to: • Describe the historical circumstances surrounding a constitutional or civic issue • Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue • Discuss the extent to which the efforts were successful, OR Discuss the impact of the efforts on the United States and/or American society</p>	<p>6</p> <p>1</p>	<p>6</p> <p>5</p>

Passing the U.S. History Regents Exam is currently required for graduation.

Grading Policy

Grading is calculated using a points system. Each student receives a grade for daily assignments, homework, class-work, tests, projects, presentations and other work. At the end of each quarter, all the maximum assignment points given out are totaled and your average is determined by the percentage your total points are of the total POINTS assigned. **A deduction per day is implemented for each day an assignment is late.**

Grading Scale

90-100.....	A
80-89.....	B
70-79.....	C
65-69.....	D
0-64.....	F

Geography Handbook (geography basics)

Unit I: Creating a Nation, Beginnings to 1789

Chapter 1: Colonizing America, Prehistory to 1754

Chapter 2: The American Revolution, 1754-1783

Chapter 3: Creating a Constitution, 1781-1789

Unit II: The Young Republic 1789-1850

Chapter 4: Federalists and Republicans, 1789-1816

Chapter 5: Growth and Division, 1816-1832

Chapter 6: The Spirit of Reform, 1828-1845

Chapter 7: Manifest Destiny, 1820-1848

Unit III: The Crisis of Union 1848-1860

Chapter 8: Sectional Conflict intensifies, 1840-1860

Chapter 9: The Civil War, 1861-1865

Chapter 10: Reconstruction, 1865-1877

Unit IV: The Birth of Modern America, 1865-1901

Chapter 11: Settling the West, 1865-1890

Chapter 12: Industrialization, 1865-1901

Chapter 13: Urban America, 1865-1896

Unit V: Imperialism and Progressivism, 1890-1920

Chapter 14: Becoming a World Power, 1872-1917

Chapter 15: The Progressive Movement, 1890-1920

Chapter 16: World War I and its Aftermath, 1914-1920

Unit VI: Boom and Bust, 1920-1941

Chapter 17: The Jazz Age, 1921-1929

Chapter 18: The Great Depression Begins, 1929-1932

Chapter 19: Roosevelt and the New Deal, 1933-1941

Unit VII: Global Struggles, 1941-1960

Chapter 20: A World in Flames, 1931-1941

Chapter 21: America and WWII, 1941-1945

Chapter 22: The Cold War Begins, 1945-1960

Chapter 23: Postwar America, 1945-1960

Unit VIII: A Time of Upheaval, 1954-1980

Chapter 24: The New Frontier and the Great Society, 1961-1968

Chapter 25: The Civil Rights Movement, 1954-1968

Chapter 26: The Vietnam War, 1954-1975

Chapter 27: The Politics of Protest, 1960-1980

Unit IX: A Changing Society, 1968-Present

Chapter 28: Politics and Economics, 1960-1980

Chapter 29: Resurgence of Conservatism, 1980-1992

Chapter 30: A Time of Change, 1980-2000

Chapter 31: A New Century Begins, 2001-Present