



Course Title: U.S. History

Instructors: Puneet Gill and Kelly Martinez

Instructor Availability: Office hours/tutoring times

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Course Description:

This course provides an overarching look into American history, with emphasis on the defining events and factors. Starting with the Age of Exploration, students will explore the change in ideas and attitudes throughout the American Revolution, Civil War, World Wars, and the post-Cold War generations. They will develop skills in historical thinking through the analysis of primary and secondary source documents. Students will learn to create historical arguments using relevant events, ideas, and individuals. Throughout the year the following themes will be addressed: the expanding role of the federal government; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; and the rise of the U.S as a major world power.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites: (Probably only needed for AP courses)



Course Materials: Readings, books, computer, access to internet, etc

Course Structure: Will this course be lecture based, interactive, etc

Course of Study:

UNIT 1: A Nation of Nations (4 WEEKS- 15 LESSONS) (CH 2-4)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS -		Students will understand: <ul style="list-style-type: none"> ◦The cultural, technological, economic, agricultural, and political developments as the peoples and the cultures of Africa, America, and Europe converge. ◦The social, political, and economic factors that created regional differences in the American colonies. ◦The implementation of the enslavement of Africans and the expulsion of native peoples. ◦The causes, course, and consequences of the American Revolution. ◦The principles and ideals that shaped the development of the United States' democratic institutions. 	Ch.2 Project Ch.3 Assessment Ch.4 Test
11.1:	(1), (2), (3)		
11.2:	(2)		
11.3:	(2)		

UNIT 2: Rift and Reunion (5 WEEKS - 19 LESSONS) (CH 5-7)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS -		Students will understand: <ul style="list-style-type: none"> ◦The demographic, economic, and political forces that led to continental expansion and the consequences of that expansion. ◦How the innovations and inventions in industry, technology, and transportation impacted life in the United States. ◦The sources, characteristics, and effects of cultural, religious, and social reform movements – including the 	Ch.5 Assessment/Project Ch.6 Test Roots Assignment Quarter 1 Exam
11.1:	(4)		
11.2	(5), (7)		
11.3:	(2)		
11.10:	(2)		
11.11:	(11)		



	<p>abolition, temperance, and women’s rights movements.</p> <ul style="list-style-type: none"> ◦The political impacts of the growing sectional polarization evidenced in key events including the Missouri Compromise, the Compromise of 1850, The Fugitive Slave Law, the rise of the Republican Party, and secession. ◦How the differences in resources of the Union and Confederacy affected the course of the war and Union victory. ◦The political impact of the war and its aftermath in Reconstruction. ◦How the forces of industrialization and immigration, transformed the United States from an agrarian society to a modern industrial nation and the problems and reforms that followed that transformation. 	
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UNIT 3: Roots of a Modern Nation (3 WEEKS - 16 LESSONS) (CH 8-10)

Content Standards	Learning Objectives	Key Assignments/Exams										
<p>CA HSS</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">11.2:</td> <td>(1), (2), (3), (4), (5), (7), (8), (9)</td> </tr> <tr> <td>11.3:</td> <td>(2)</td> </tr> <tr> <td>11.4:</td> <td>(1), (2), (3), (4), (5)</td> </tr> <tr> <td>11.10:</td> <td>(2), (7)</td> </tr> <tr> <td>11.11:</td> <td>(1)</td> </tr> </table>	11.2:	(1), (2), (3), (4), (5), (7), (8), (9)	11.3:	(2)	11.4:	(1), (2), (3), (4), (5)	11.10:	(2), (7)	11.11:	(1)	<p>Students will understand:</p> <ul style="list-style-type: none"> ◦Methods in which Progressives addressed problems of industrial capitalism, urbanization, and political corruption. ◦The debates about woman suffrage and demonstrate knowledge of the successful campaign that led to the adoption of the 19th Amendment granting women the right to vote. ◦The United States changed from a regional power to an economic and political world power. 	<p>Ch.8 Test Ch.9 Test Ch.10 Test</p>
11.2:	(1), (2), (3), (4), (5), (7), (8), (9)											
11.3:	(2)											
11.4:	(1), (2), (3), (4), (5)											
11.10:	(2), (7)											
11.11:	(1)											

UNIT 4: The New Era of the Twenties (2 WEEKS - 11 LESSONS) (CH 11-12)

Content Standards	Learning Objectives	Key Assignments/Exams
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CA HSS		<p>Students will understand:</p> <ul style="list-style-type: none"> ◦Social unrest gripped the nation during the postwar as Americans reacted to rise of communism, Great Migration of African Americans to the North, and ongoing progressive demands for reform ◦Government rejected progressivism and put faith in big business ◦Increased production, new management methods, and a booming economy elevated the public image of big business ◦Automation created new jobs and changed work environment in both factories and offices ◦Availability of affordable consumer goods and credit convinced many Americans they were middle class. ◦New found wealth and leisure time supported mass entertainment and literature critical of American society ◦Social change caused conflict among various groups in society in 1920s 	<p>Ch.11 Test Ch.12 Test</p>
11.5:	(1), (2), (3), (4), (7)		
11.11:	(1), (3)		

UNIT 5: Economic Crisis and the New Deal (2.5 WEEKS - 11 LESSONS) (CH 13-14)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS		<p>Students will understand:</p> <ul style="list-style-type: none"> ◦How the United States changed politically, culturally, and economically from the end of World War I to the eve of the Great Depression. ◦The origins and impact of Great Depression and the New Deal, 1929-1940. 	<p>Ch.13 Test Ch.14 Test Quarter 2 Exam</p>
11.5:	(5)		
11.6	(1), (2), (3), (4), (5)		
11.11:	(3)		



UNIT 6: The United States Transformed (4 WEEKS - 16 LESSONS) (CH 15-16)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS		Students will understand: <ul style="list-style-type: none"> ◦The causes and consequences of World War II. ◦The international background of World War II and the debates over American involvement in the conflict. ◦Knowledge of key leaders and events of World War II and how the Allies prevailed. ◦The impact of the war on people such as women, African Americans and Japanese Americans. 	Ch.15 Test Ch. 16 Test
11.7:	(1), (2), (3), (4), (5), (6), (7)		
11.10:	(1)		
11.11:	(3)		

UNIT 7: The Postwar World (4 WEEKS - 16 LESSON) (CH 17-19)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS		Students will understand: <ul style="list-style-type: none"> ◦Social transformation in post-war United States. ◦The post-war economic boom and its impact on demographic patterns, role of labor, and multinational corporations. ◦Knowledge of key events of the Cold War and the causes and consequences of the Korean War. 	Ch.17 Test Ch.18 Test Ch.19 Test
11.7:	(8)		
11.8:	(2), (3), (10)		
11.9:	(2), (3)		
11.11:	(2), (3), (6), (7)		

UNIT 8: Toward Equality and Social Reform (4 WEEKS - 12 LESSONS) (CH 20-22)

Content Standards		Learning Objectives	Key Assignments/Exams
CA HSS		Students will understand:	Ch.20 Test Ch.21 Project



11.6	(5)	<ul style="list-style-type: none"> ◦ the causes and consequences of the “rights revolution” including the civil rights movement, youth movements, Native American rights movements, women’s rights movements, expansion of civil liberties, and the movements to protect for the environment and consumer rights ◦ the key domestic political issues and debates in the postwar era to 1972. ◦ the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them 	<p>Ch.22 Test Viva La Causa Assignment Quarter 3 Exam</p>
11.8	(2)		
11.10	(2), (5), (6), (7)		
11.11	(2), (3)		

UNIT 9: The Troubled Years (3 WEEKS - 8 LESSONS) (CH 23-24)

Content Standards		Learning Objectives	Key Assignments/Exams
11.9	(3)	<p>Students will understand:</p> <ul style="list-style-type: none"> ◦ the causes, the nature of the involvement and consequences of the Vietnam War ◦ the Cold War, its causes, consequences and its military conflicts ◦ the key domestic political issues and debates in the postwar era to 1972 	<p>Ch.23 Test Ch.24 Test</p>
11.11	(2), (4)		

UNIT 10: New Challenges (3 - WEEKS - 7 LESSONS) (CH 25-26)

Content Standards		Learning Objectives	Key Assignments/Exams
11.6	(5)	<p>Students will understand:</p> <ul style="list-style-type: none"> ◦ the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century. 	<p>Ch.25 Test Ch.26 Test War on Terror Assignment Quarter 4 Final</p>
11.9	(5), (6), (7)		
11.11	(1), (2)		



Course Specific Student Expectations:

What do you expect of your students?

- TBD (ENS Uniform, Learning Upgrade, Late Work Policy, etc)

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.



Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.



Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

