



McLane High School

US History Syllabus 2020 – 2021

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Course Description – United States History

Throughout this course, students will explore US History with an emphasis on the late 19th Century to the present. The course will begin by reviewing the American values expressed in the founding documents (i. e. Declaration of Independence, The US Constitution) including democracy, liberty, equality and the individual pursuit of happiness. Students will study the fight to expand the promise of these values to marginalized groups (ethnic minorities, women, sexual minorities, and immigrants) throughout history. Students will also examine cultural developments (religion, literature, art, music, drama, architecture, education, and the mass media) which shaped the US cultural landscape. Students will learn the importance of geography and how it helped shape developments throughout American history. The course will also enable students to observe the transition of the United States into a modern political and economic superpower. Major themes include the expansion of the Federal Government’s power, the growth of corporations and the fight for labor and consumer rights in response, economic challenges (i.e The Great Depression), US foreign policy (i.e isolationism, imperialism) and the US response to foreign and domestic forces which threatened the US and American values. The course will conclude by examining current challenges and issues for the US and the American people.

As stated in the California History Social Science Framework, “as students learn American history from the late 1800s through the 2010s, they should be encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. Students should be encouraged to read multiple primary and secondary sources; to understand multiple perspectives; to learn about how some things change over time and others tend not to; and they should appreciate that each historical era has its own context and it is up to the student of history to make sense of the past on these terms by asking questions about it.” Students will be challenged to “think like a historian” by learning and applying historical thinking skills (sourcing, contextualization, corroboration, close reading). Students will be encouraged to sharpen their critical thinking skills in preparation for future college and career plans and in order to help students meaningfully participate and engage in civic responsibilities (voting, civic debate, community service, jury duty, military service, etc.)

Graded Assignments and Timelines for Submission/Completion

- Online Tests & Quizzes (Aligned to Scope and Sequence)
- Presentations
- Lab Assignments & Projects
- Textbook aligned assignments (i.e. Chapter 3 section 2 questions...)
- Recommended/Required Reading

Returning to the tradition setting assignments may look like:

- Online Tests & Quizzes
- Digital Assignments
- Presentations
- Reading & Class Work
- Class Contributions/Discussions
- Chapter Notes
- Short & Long Answer Essay
- Document Based Questions
- Primary Source Analysis
- Special Projects
- Current Events



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Class Norms and Expectations for Class Engagement and Participation

1. Show up to all meeting on time.
2. Avoid unnecessary distractions (cell phones, etc.)
3. Do your own work (no copying or plagiarism)
4. Participate positively in class discussions
5. Students will complete all work to the best of their ability and communicate concerns with teacher.
6. Citizenship and/or Effort code will be determined by **Professionalism/Employability** criteria. This reflects your classroom attitude, cooperation, participation, and employable skills.
7. All issues, concerns, problems, or situations will be dealt with in accordance with McLane High School and FUSD policies.

Virtual Meeting Expectations:

1. Mute sound when not speaking (raise hands to ask questions)
2. Close all computer tabs, windows, and documents not related to the meeting
3. Use the chat section to ask lesson related questions and share ideas
4. Click on participation buttons to raise hand, vote or respond to questions
5. State your name before you speak for the first time and take time for quick introductions in breakout sessions

Work Submission Practices and Policies

Students are responsible for submitting all work online via Microsoft Teams or Impact. (Assignments may be turned in via paper form once traditional instruction takes place)

All grades will be stored in ATLAS and will be updated at least every 1-2 weeks.

Students should make every effort to turn in work on time. Late work will be accepted up to two weeks after the original due date. Points will be deducted for unexcused late work.

Grading Scale: Semester grades will be awarded on a percent scale as follow:

100-94% = A	83-80% = B	69-67% = D+
93-90% = A-	79-77% = C+	68-64% = D
89-87% = B+	76-74% = C	63-60% = D-
86-84% = B	73-70% = C-	Under 60% = F