



Office 379B

# United States History Honors

Course Profile 2016-2017

Mr. McMurray

E-mail: mmcmurray@oprfrhs.org



(708) 434-3979

## Contact and Availability

**Room:** 350

**Website:** mrmcmurray.com and google classroom

Period	1 <sup>st</sup> period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
<b>Class</b>	US History A	Planning	American Studies		Lunch	US History A	Tutoring Center	US History A
<b>Room</b>	350	379B	347/48		379B	350	293	350

I can be reached at the email (preferred) and phone listed in the header above. Please allow up to 48 hours for a response. If you would like to meet, I am available 2<sup>nd</sup> and 7<sup>th</sup> periods. I highly recommend you make an appointment to visit. Feel free to pop in at any time, with the understanding that I may be away or unavailable if you have not made an appointment.

## Course Description

United States History Honors is a demanding introduction to American history and culture. The course will integrate the social, political, and economic history of the United States in order to provide a rich context by which to view the American past. This historical context will allow students to engage in a critical analysis of the American experience for different groups of people, make connections between historical events and contemporary issues, and develop a nuanced understanding of America's role in global affairs. Students will explore the continuity and change over time in political institutions, culture, diplomacy, and the economy.

At the honors level, students should expect a substantially more challenging curriculum with more homework and written work. In order to succeed, students must be organized, self-motivated, and possess the time management skills to meet the demands of the course. The analytical thinking, writing, and reading skills that students develop in this course will equip them for college and lifelong learning.

## Course Overview

Units of study are listed below. Expect more detailed information on each individual unit when it begins. There will be more assignments and readings than are listed below. Also, this is a tentative schedule and is subject to change at my discretion.

Unit #	Topics
1	The American Revolution
2	The Constitution
3	The New Nation
4	Civil War and Reconstruction
5	A Nation Transformed: The Gilded Age to Progressivism
6	A Nation in Peril: Imperialism to WWII
7	The Turbulent 1960's



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## Course Requirements

### **Writing**

There is a significant writing component to this class. Being an effective, skilled writer is key to success both inside and out of the classroom, and we will spend time honing your skills. There will be DBQ's first semester and a research paper second.

### **Reading**

Reading comprehension is another important component. Reading different texts requires different skills; therefore, many activities and assignments will be geared towards making you a better reader. You will encounter primary and secondary sources, a range of articles, and other reading tasks.

### **Quizzes, Tests, and Essays**

Most units will include an exam and a writing assignment or project. You should also expect quizzes, exit slips, polls, or other quick assessments to make sure you understand what we are learning. You will also have a **cumulative final exam**, which will be worth 15% of your semester grade.

### **Homework**

Homework will be assigned regularly in this course. It will primarily involve, but is not limited to, reading, note taking or annotating, and various forms of writing.

### **Participation**

Everyone is expected to be engaged in class and participate! I expect you to be on time, be prepared, pay attention, and listen to the ideas of others. You will be **graded on your participation** in this course and a strong performance in this area tends to lead to higher achievement in others. I use Class Dojo to monitor your participation in the course throughout the year. This will track data on your day-to-day habits in the class and you will have access to this data. My expectation is that you check your stats and try to amp it up if you are lagging in this area. Remember, I want to hear your voice, it's powerful!

## Learning Goals

Upon successful completion of this course, students will be able to...

- Identify and explain important historical events, ideas, and characters from the American past.
- Explore and analyze historical problems, decision-making, and motives.
- Demonstrate an understanding of chronology, cause-and-effect relationships, continuity and change over time.
- Critically analyze, interpret, and synthesize historical texts, data, images and other media including primary and secondary source material, journals, news articles, political cartoons, maps, charts, etc.
- Write historically, analytically, and argue persuasively by effectively synthesizing a variety of appropriate historical sources as evidence (Document-Based Questions or DBQ's are the primary tool used to develop and assess this skill)



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## Materials

- Foner, Eric. *Give Me Liberty!: An American History*. Seagull 4th ed. New York: W. W. Norton &, 2014.

## Supplies

There will be occasional binder checks, so make sure that you ALWAYS have ALL OF your stuff for class

- Binder – 1-2”, to store your work.
- Dividers – 5 dividers to organize your work into: Notes, Essays, Readings, Instructions, Passbacks.
- Notebook Paper – fill your binder with this, use it to take notes.
- Writing Utensils – pens **AND** pencils.
- Highlighters – whatever color you like.
- Post-its – for annotations and activities. Please replenish.

## Grading Policy

### **Weighting**

85% - Semester work

15% - Final Exam

**Note:** Work is assigned a point value depending on the length and difficulty of the assignment. Points accrue over the semester and your total final points earned in relation to the total final points possible equals your grade.

### **Scale**

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – 59 and below

## Late and Absent Work Policy

Late homework will be accepted for 50% credit and must be turned in by the **end of the unit**. Late projects or papers will lose 10% credit per day up to 30% and must be turned in by the **end of the quarter in which it was due**. If it's a group project, **ALL** group members will be assessed a penalty regardless of where the blame lies. If you have group chemistry issues, address them promptly, not after showing up unprepared. Remember, it is always best for your learning and your grade to submit work late rather than not at all...don't let a loss of credit deter you from submitting, but rather motivate you to establish better habits and time management.

If you are absent and miss an assignment, I expect you to check the website first, email me second, acquire and complete the assignment preferably on time or the day you return to class at the latest. "I didn't know" is **never** an acceptable excuse to miss work. If there are extenuating circumstances that preclude you from doing any work while absent please communicate that with me promptly. If you miss a quiz or exam, I expect you to make it up the day you return. If you are absent for a group project, it may adversely affect your grade or the grade of your group depending on the assignment. If you know that you will be absent on a particular day, please inform me, and any members of a group you are working with, in advance and make arrangements to make-up your work. Everything in this class is digitized which means your physical presence is not required to know work exists or to complete it the vast majority of the time.



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### Course Expectations

I like to keep things simple, so here is a brief list of my expectations of you as a student...

- Be prepared
- Be engaged
- Be respectful
- Be accountable
- Be collaborative

I will follow all school-wide policies as per the OPRFHS Handbook. Here are a few rules to keep in mind...

- Come on time, and if you are tardy, you promptly get a HERO pass.
- Enter the room with appropriate attire, no hats.
- Enter the room with your ID around your neck.
- Consume food elsewhere. Water bottles are permitted, please be tidy.
- Use a bathroom ticket to get a pass to the bathroom (you will get two per quarter, and they can be turned in unused at the end of the semester for extra credit).
- **Do not have out or use a cell phone at any time during class.** First offense, the cell phone is taken until the end of the period. Second offense, the cell phone is kept until the end of the day. Third offense and subsequent offenses, the cell phone is given to the dean to be picked up by the parent. If cell phone is not immediately given to Mr. McMurray, the student will go to his or her dean and receive a referral.
- Violation of any and all of the aforementioned rules and expectations may result in loss of participation points in the Dojo.

### Chromebook Policy

In light of our recently becoming a 1:1 Chromebook campus, it is necessary to lay down some rules and expectations related to the usage of these new devices. I am thrilled that you will be walking in with your own devices, but it is important that you are walking in with clear expectations and parameters for their use.

- Have your Chromebook **EVERYDAY, FULLY CHARGED.**
- Create a plan for charging should you need to during the day.
- Do not disrupt class due to issues with your Chromebook, quietly address them with Mr. McMurray.
- Chromebooks come out of, and go back into, your bags solely upon the request of Mr. McMurray.
- Close your Chromebook promptly upon the command "Lids Down" or "Screens Down."
- When they are in use, ensure they are being used for academic purposes only unless you are cleared by your teacher to do otherwise.

### Academic Integrity Policy

Plagiarism is a serious breach of academic integrity and will not be tolerated in my class. Upon first offense I will arrange a conference to discuss the issue and accept a rewrite at 25% reduction in credit. Any further offenses will result in a zero on the assignment, a disciplinary referral, and a parent conference to discuss the issue. We will discuss what constitutes plagiarism so that there aren't any misunderstandings.



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Cheating on homework will result in a zero on the assignment. Cheating on an exam or quiz will result in at least a 20% reduction in credit, up to a zero on the assessment depending upon the extent and nature of the integrity breach. Any violations of this policy may result in parent and dean contact. Bottom line, be honest and do your own work, it's always the easier route.

### **Other Helpful Suggestions**

- Organize and save all of your materials, including graded work, until the end of the term. There is a cumulative final; to best prepare it would be useful to have all resources at your disposal. Also, mistakes can be made with your scores. Neither Skyward nor I are perfect so be ready to verify scores in the event you encounter a grade discrepancy.
- Have fun! We are going to study some really interesting things so enjoy it, explore, inquire, and bring your personality, interests, and experience into the class!
- Ask questions! If ever you need anything come and see me. Also, be accountable for your learning and performance. If you need help, initiate and don't wait until it's too late! I am here to serve you and help you to excel in the course so take advantage.



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Please complete, sign, date and return this page. This counts as your second homework **grade** and is due on Monday, August 29, 2015.

I have read, understand, and agree to abide by the policies and procedures outlined in Mr. McMurray's U.S. History Honors syllabus.

\_\_\_\_\_  
Student's **Printed** Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Guardian's **Printed** Name

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

### Note to Parents

Here are some things you can expect of me as your child's instructor...

\*Your communications will be returned within 48 hours, ideally much sooner.

\*I will contact you promptly with concerns, questions, and praise.

\*I will employ an individualized and holistic approach to educating your child.

\*I will strive to ensure your child meets the learning goals established in this syllabus and performs to the best of their abilities in the course.

~ Mr. McMurray

1. Are you equipped with internet at home? (circle) Yes No

2. For parents and guardians, please provide the best way for me to reach you.

Daytime: \_\_\_\_\_-\_\_\_\_\_

Evenings: \_\_\_\_\_-\_\_\_\_\_

Email: \_\_\_\_\_@\_\_\_\_\_.

3. Also, as we begin this new school year together, please share with me anything you think I should know about your child to help me facilitate their instruction: