



UNITED STATES HISTORY



August 2024

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11th Grade United States History
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Conferences are available upon request before or after school and during Conference Periods (times vary due to class rotations and other events). Dr. Duran can be reached by phone at the number/extension listed below.

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Upcoming Important Dates

- Aug. 12th – First day of school
- Sept. 2nd – Labor Day Holiday
- Sept. 23rd-28th – Homecoming Week
- Oct. 14th – No School
- Nov. 7th – Open House
- Nov. 8th – Veteran's Day Observance
- Nov. 25th-29th – Thanksgiving Holidays

WELCOME BACK!

Hello, my name is Dr. James Duran and I will be your child's U.S. History teacher for the 2024-25 academic year. This year represents my thirty-first in teaching and first at Tampa Catholic High School. Prior to coming over to TC I was an employee of the School District of Hillsborough County, where I served as a classroom teacher, administrator, and district level trainer. During my time as an educator I have also served in various roles as adjunct faculty at the University of South Florida's College of Education.

On a personal note, I am a lifelong resident of Tampa and can trace my family's roots to Spanish and Italian immigrants who arrived to work in the Ybor City cigar factories at the turn of the twentieth century. My many interests include reading, enjoying the outdoors, and rooting for all the local sports teams. I also love to travel, having visited numerous states and several countries across five continents over the course of my lifetime.

I am genuinely looking forward to working with you and your student this year as we learn about the history of our great nation. Please know that I am here to serve, and that you should never hesitate to come to me with your questions or concerns.

CLASSROOM EXPECTATIONS

A complete list of expectations for this course will be developed collaboratively with the students at the start of the school year through the creation of our 'Classroom Constitution'. While the input of the students as well as other stakeholders will be integral to this process, the items listed below represent minimum standards that will be non-negotiable. The consequences for violating these standards as well as those developed during the process described above will follow the steps outlined in the Tampa Catholic High School student handbook and/or schoolwide procedures.

1. Prompt – Be on time to class and school. Arriving tardy disrupts the teacher, the class, and yourself from learning.
2. Prepared – Be ready for class with the appropriate materials and supplies. Bring a positive attitude and be ready to learn.
3. Polite – Respect everyone's time, beliefs, and belongings. Listen to the teacher or presenter and keep hands/feet/objects to yourself.
4. Productive – Actively work while in the classroom. Follow directions and keep behaviors on task.

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CLASSROOM PROCEDURES

DAILY AGENDAS

- A daily agenda will be published via the 'Announcements' section on Canvas at the outset of each school day. This agenda will provide specific information on the U.S. History topics to be covered in class each day as well as the assignments to be completed. Parents and students are encouraged to review this document, paying particular attention to the listed due dates of upcoming assignments, and plan accordingly. Be advised that from time-to-time things will come up that may cause the teacher to modify the listed plan. When this happens, students will be notified via announcement in class.

ENTERING/LEAVING THE CLASSROOM

- Students are reminded that class begins as soon as they set foot in the room. As such, students are expected to enter the room quickly and quietly, place their cell phone into the holder, find their assigned seat/station, and begin their work immediately.
- All students are expected to be in their assigned seat when the tardy bell rings. Students arriving after the late bell will be expected to fill out the necessary information in the sign in log, quietly proceed to their seat, and direct their attention to the work being done in class, making certain that their pass (if applicable) is ready to be presented to the teacher.
- Students who accumulate an unacceptable number of unexcused tardies to class will receive consequences from the school's administration as outlined in the Tampa Catholic High School student handbook and/or the published schoolwide procedures.
- Unless there is a dire emergency or a documented medical condition, restroom passes will not be issued during the first or last ten minutes of class, when the teacher is engaged in whole class instruction, or when a guest speaker is present.

ABSENCES

- Prior to returning from an absence, students should review the posted agenda(s) as well as the work listed in the 'Assignments' on Canvas covering the day(s) that they missed. Here they will find descriptions of the bellwork, classwork, and homework tasks for every day of the school year. Copies of any missed handouts will be made available in class. Upon returning to class, students should make arrangements with the teacher regarding the timeframe to submit the work they missed.

LATE WORK

- Any formative assignment submitted after the assigned due date (excluding work handed in late due to an excused absence and/or an absence due to school business) must be accompanied by a fully completed 'Missing Work Log' form (paperwork available online and in class). Completed late work for each semester will not be accepted beyond a date to be announced in class. Refer to the student handbook for policies and procedures regarding late summative assignments.



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SYLLABUS

The 11th grade U.S. History course covers the period from the US Civil War/Reconstruction to the decades of the post-World War II era. Our course this school year will begin with a unit designed to focus primarily on the knowledge and skills that students will need to successfully complete the course (see sample standards listed below). During this unit students will be working with dates, events, historical figures, etc. from previous American History courses. While this content is not specifically covered in the time frame mentioned above, its ability to provide the background information necessary for students to better understand the event leading to the US Civil War is the reason why it was selected to serve as the backdrop to impart these essential skills.

Standard 1 SS.912.A.1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.1 - Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2 - Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 - Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4 - Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5 - Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6 - Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7 - Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

The remaining standards covering the content to be addressed throughout the school year will be provided for each student at the outset of each unit of study.

SUPPLIES

The earlier mentioned classroom expectations included the importance of students being prepared for class. As such, all students are expected to have their course materials with them in the classroom every day.

- 2 Spiral notebooks (one per semester – minimum 8”X10” with 100 pages)
- Plastic 2 Pocket Folder with Prongs
- Pen/pencil

The following item, although not required, is highly recommended for students to have with them each day at school.

- Portable power bank

The link below is to an article that may be useful in deciding which portable charger is best for you.

<https://www.wired.com/gallery/best-portable-chargers-power-banks/>

GRADES

Each student’s grade in this course will be determined by their performance on a series of formative and summative assignments. These assignments and/or assessments will take a variety of forms. Each task will be closely aligned to the appropriate state standard(s) and assigned a point value relative to its difficulty and/or importance. Formative assignments (classwork, homework, etc.) will represent twenty percent of a student’s final grade. This value is considerably less than other assignments as these are viewed more as a source of feedback and instructional support for both the student as well as the teacher. Summative assessments (quizzes, tests, projects, etc.) are worth considerably more (eighty percent of the final grade) as they represent opportunities to demonstrate mastery of the content. The final points earned on each task will correlate with the degree to which the student has completed the task and demonstrated progress towards/mastery of the aligned standard(s).

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TECHNOLOGY

Expectation

Students are expected to come to class each day with a charged and functioning school-issued iPad. Cellular phones and non-approved personal electronic devices will not be permitted to be used during class (phones will be kept in the classroom holder for the entirety of each class period).

Electronic Submission of Student Work

It will be necessary at times for students to submit photographs of their US History assignments online. When doing so, it will be expected that the work will conform to the standards listed below.

Submission Requirements

1. All images of submitted assignments must be clear, focused, legible, and written in the student's own handwriting unless otherwise indicated.
2. Images of notebook pages, handouts, etc. submitted must include the full (first and last) name of the student written in their own handwriting at the top of each page.
3. All images submitted of notebook pages or handouts must include the entire page/handout (no cropped images will be accepted).

Additional Notes on Submission Requirements

- Students who fail to meet the requirements listed here may be denied permission to resubmit their formative work for full credit (this determination is to be at the discretion of the teacher based on the history of submissions for the student in question).
- Students found to have submitted any work that is not their own or who have allowed others to submit their work will receive a score of zero for the assignment in question. Any formative assignment receiving a zero for these reasons is ineligible for resubmission via the Missing Work Log (please refer to the Honor Code in the student handbook for additional information on academic dishonesty).

CURRENT EVENTS

As mentioned in the earlier 'Syllabus' section, the analysis of current events will be an important part of this course for the entire school year (SS.912.A.1.5 – Evaluate current events...). Students will be expected to watch and/or read the news daily. Regular summative assessments, in addition to focusing on mastery of the specific history content covered in class, will monitor the progress of students in this area. Students will find the following sites useful to keep up with current events.

- CNN
<http://www.cnn.com/>
- CNN Student News (CNN10)
<http://www.cnn.com/cnn10>
- Fox News
<http://www.foxnews.com/>
- National Public Radio (NPR)
<https://www.npr.org/sections/news/>
- Tampa Bay Times
<http://www.tampabay.com/>
- USA Today
<https://www.usatoday.com/>

Political cartoons are one of the many tools that will be used in class to assess the students' understanding of current events from a multitude of perspectives. The following sites can be used to practice these skills at home.

- Daryl Cagle's Professional Cartoonists Index
<http://www.cagle.com/>
- The Week
<https://theweek.com/cartoons>

