

United States History - Course Syllabus

2015-2016

Northview High School

TEXTBOOK:

The Americans

McDougal Littell, © 2006

*Replacement Cost: \$70.00 (*this is an estimate subject to change)



COURSE INSTRUCTORS:

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Teacher Website/Edmodo: _____ (fill in info here)

COURSE DESCRIPTION:

United States History is a required course for graduation and has a cumulative **Milestone Test (formerly EOCT)** in late April 2016 of our Spring Semester. This course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout American history. The course concludes with significant developments in the early 21st century. After completing this course, students should be able to better analyze and interpret historic & current events as well as meet content- and skills-based performance standards in the curriculum.

GRADE WEIGHTS:

Tests	35%
Quizzes	15%
Projects	20%
HW/CW	10%
Midterm Exam/Milestones	20%

Fulton County Grading Scale:

A: 100 - 90
B: 89 - 80
C: 79 - 70
F: 69 and below

FALL SEMESTER UNITS OF STUDY:

Unit 1: Colonial Era – 1607 - 1756

Standards: 1, 2

Pages: 42-84

Unit 2: Road to Revolution through Ratification of the Constitution – 1756 - 1788

Standards: 3, 4, 5a, 5b, 5c, 5d

Pages: 85-149

Unit 3: Washington's Presidency through Jacksonian Democracy

Standards: 5e, 6, 7

Pages: 180-299

Unit 4: Sectionalism, Civil War & Reconstruction

Standards: 8, 9, 10

Pages: 304-401

Unit 5: Gilded Age, Progressive Era, and Growing Global Involvement to 1914

Standards: 11, 12, 13, 14

Pages: 406- 573

SPRING SEMESTER UNITS OF STUDY:

Unit 6: WWI, Roaring 20s, Depression, New Deal

Standards: 15, 16, 17, 18

Pages: 574 - 727

Unit 9: 1950s & 1960s: International and Domestic Developments

Standards: 20c-e, 21a-b-e, 22, 23, 24a-b-d, 25b

Pages: 838-931; 972-986

Unit 8: WWII and Early Cold War

Standards: 19, 20a-b-e, 21d

Pages 734-835

Unit 10: Vietnam War to the Present

Standards: 20d-e, 21c, 23d, 24c-e-f, 25

Pages: 934-969; 987-110

UNIT ROUTINES:

Please rely on the following procedures to help keep you organize and prepared.

1. At the beginning of every unit you will be given a **calendar** and a study guide known as a **KBAT**. The calendar lets you know the due dates of quizzes, tests, projects, and other assignment. The KBAT lets you know the key terms and questions that will be on the quizzes and tests.
2. The calendar not only has due dates, but it also has weekly reading suggestions. We have a very good textbook – if you learn best through reading, or if you need extra help, you are encouraged to read the textbook outside of class.
3. We have different types of grades in every unit so there are a variety of ways to demonstrate your knowledge. In every unit, expect to have at least one test, quiz, HW/CW grade, and project.
4. If your teacher has a website or Edmodo page, use it! We use websites like Edmodo to post and collect assignments and efficiently distribute other materials to you.

EXPECTATION – A SCHOLARLY ATMOSPHERE:

- *Daily Preparation:* bring your textbook, an organized notebook, and writing utensils every day; be in the habit of writing down assignments and due dates
- *Focus on U.S. History:* If you are doing work for another subject in class, it may be confiscated.
- *Phones:* Phones are not allowed in class unless the teacher grants you specific permission to use it during a given class period for research. If a phone is being during an authorized time, a warning will be given. Future violations will result in emails home, confiscation, and referrals to an administrator.
- *Headphones:* Headphones are not allowed in class unless the teacher grants you specific permission. Do not assume that when the teacher is not talking it is ok for you to put on headphones.
- *Being on Task:* You are in class to be an active participant in your own learning. You must commit to thinking and trying your best in this class. You are not here to fritter away an hour every day, but rather to challenge yourself and grow.
- *Assigned Seats:* This option will be used if students show a lack of maturity and self-control to be able to sit next to friends without being disruptive and constantly off-task.
- *Plagiarism:* See below for the full policy. As a reminder, unless the teacher explicitly says so, the assumption is that ALL assignments must be done individually and must be written in your own words. It is NOT OK to copy from the textbook or Internet!

EXPECTATION – COMMENDABLE PERSONAL CHARACTER:

Here at Northview, we have a high expectation of what it means to be a Titan. In and out of the classroom, a Titan consistently demonstrates:

- *Integrity:* is honest; follows honor code; is on time; takes pride in one's work; does the right thing
- *Positive Attitude:* speaks/thinks positively; follows directions; sees the value in the class content
- *Compassion:* assume good will on the part of the teacher; be a team player; respect and support others
- *Personal Responsibility:* Use time wisely; be prepared for all class assignments; strive for success; dress appropriately

ATTENDANCE & TARDIES:

- Students are expected to be in class and ready to begin work before the tardy bell sounds. Upon the first tardy, you will be given a written warning. The second tardy will earn a private detention, the third tardy an administrative referral and two days public detention, and the fourth tardy will earn an administrative referral, Saturday school, and possible further consequences.
- If you are absent, you must obtain an admit slip from the attendance office before going to class. It is your responsibility to show your admit slip to your teacher, get it signed, and ask what you missed.
- Students with an excused absence will be granted an extension to complete all missed assignments equal to the duration of the absence, with no penalty. Students with an unexcused absence may make up missed assignments, but the work may be treated as late work for partial credit.
- **If you are absent the day before a quiz or test, you are still expected to take the assessment on the day you return! If you are absent on the day of a quiz or test, you are expected to take the assessment on the day you return!**
- Teachers reserve the right to give a fair alternate assessment to any student who is absent during a graded assignment of any kind, including quizzes or tests.

LATE WORK POLICY:

Students are required to submit work on the due date. If a student submits an assignment late, the penalty is as follows: **a 30% reduction in the final score will be applied.** While this penalty is stiff, it is still absolutely in the student's best interests to turn in assignments late, rather than not at all. Half-credit is drastically better than a 0 (which can ruin a course average), and students are not eligible for recovery unless they have submitted all class assignments. **We accept late work at any time until ten (10) days before the end of the semester, for up to 50% credit..** Please refer to the handbook for more details on this policy.

RECOVERY:

Recovery is for students who, **despite a conscientious effort and communication with their teachers,** have failed to demonstrate satisfactory understanding of course standards. It is not for the student who has been failing for many weeks and then wishes to recover during the final days of the semester. You have the opportunity for recovery work if your cumulative average is 74 or below, and completed recovery work can raise a grade to a maximum of 75.

Recovery must be initiated by the student. If you are worried about your grade, it is YOUR responsibility to ask your teacher ASAP and work out a plan! We are here to help, but you need to start the conversation.

To be eligible for recovery, you must prove you have been trying hard in the course by having **no 0s in the gradebook.** Recovery assignments will not be given until all previous assignments have been turned in.

Students must initiate recovery for a major assessment (poor grade on a quiz or test) **within 5 SCHOOL DAYS** of being informed of their grade on that assessment. Thus, recovery is a process that happens throughout the semester, not all at once at the end of the semester. Recovery work must then be completed in a timely fashion, so that students stay focused on the content at hand and don't become overwhelmed and fall too far behind. The amount of time for a recovery project is at the discretion of the teacher.

Also at the discretion of the teacher is the nature and type of recovery assignment. Please understand that recovery projects will likely include (1) **a mandatory help session** with the teacher, and (2) some accompanying **written work at home.**

Grading guidelines for recovery assignments will vary by department. It is the responsibility of the student to fully understand the grading guidelines/highest possible score for completed recovery work.

HONOR CODE – from the school handbook:

As members of Northview High School, we honor academic and personal integrity. We uphold the values of honesty, integrity, respect, responsibility, and our mission is to instill excellence in academics.

Cheating has been defined as giving or receiving, in any form, information relating to a gradable experience including the use of sources of information other than those specifically approved by the teacher, either during or outside of class.

Examples of cheating include, but are not limited to, visual exchanges (cheat sheets, copying, open books or notes, writing on hands, shoes, or desks, calculators, etc.), and verbal, electronic or coded exchanges. Other examples include, but are not limited to, plagiarism, discussing tests with students who have not taken the test, copying homework assignments, not citing sources, etc.

When a student is found to be cheating, the teacher may issue a grade of zero for the assignment. This assignment may not be made up nor will the student be eligible for recovery. It is the responsibility of each classroom teacher to adhere to this policy. The teacher will complete an Honor Code Violation form; have the student sign, and follow-up with a phone call to a parent/guardian. The office will mail a copy to the parent/guardian and place a copy in the student's disciplinary file. Honor Code violations will be reviewed when considering students for awards and recommendations.

A student who gives his/her original work to copy – in whole or in part – to another student to turn in as an original assignment is guilty of a very serious wrong. Such action constitutes willful participation in a deliberate deception; the student supplying the work should expect to be dealt with accordingly.

Upon teacher request, students may be required to submit research papers or other written work to turnitin.com. The website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student's work was not copied from any source.

The **first offense** of academic dishonesty results in a score of 0 for the assignment, and loss of ability to do any recovery. The student is also referred to the administrator, parents are notified, and notice goes in your permanent file. Further offenses include all of the above consequences plus further consequences such as ISS, OSS, removal from extracurricular activities, and more as deemed necessary by the administrator.

Examples of honor code violations: copying work or allowing another person to copy; plagiarizing work; cheating during quizzes/tests; discussing quizzes/tests/essays with other students

TEACHER AVAILABILITY:

The easiest way to contact us is through the email addresses listed at the top of the syllabus. We are available by appointment for extra help, study sessions, or make-up work. ***Students, please see your teacher if you are confused or concerned so that we may remedy the situation.*** Parents, please feel free to contact the teacher should you have any concerns or questions.

*If at any point you want to know what your grade is, please know that you may check HAC (Home Access Center) for the most up-to-date snapshot of your current progress.

DISCLAIMER:

All Fulton County and Northview policies will be enforced within the classroom. Any policy or procedure outlined above may be changed if the teacher deems it in the best interests of the students, and notice of such changes will be provided.

Suggestions for How to Study:

This is an attempt at providing a realistic and non-time-consuming way to be successful in a history class. The principles found here could easily be applied to other courses as well. Of course, feel free to modify these ideas to better fit your schedule and learning style.

1. Pay attention in class to as much as possible, including explanations, pictures, images, and readings. Nobody pays attention every minute of every period, but absorb as much as you can!
2. Re-read your class notes at the end of the day. Do not spend more than 5-10 minutes doing this! But it's one thing to just copy words from a PPT to a page, it's a whole different (and more powerful) thing to grapple with that information and read through it hours later.
3. Read the textbook and/or a review book (like something from Amsco). This way, you are getting information in class (often aloud) and then reinforcing that knowledge by reading at home. It is really important to see the same information explained in different sources (same information, different voices). This will deepen your understanding and allow you to recognize concepts on quizzes/tests no matter how they are phrased.
4. If you do these above steps, you have been studying for the test throughout the unit!
5. When it comes time for the test, your study guide/KBAT is your best friend. For each term on the study guide, don't feel like you know it just because you *recognize* the word. You know the term if you could say or write the *significance* of the term, meaning its causes and effects and how it fits into this period of history..
 - a. Main idea: If simply re-reading notes the night before a test doesn't work, you need to try something different! You might need to become an active studier. This means studying by writing down answers or discussing it out loud, rather than just passively reading.
 - i. Writing the significance of things is a powerful study strategy that could serve you well in many classes in many levels of school.
 - ii. Make an annotated timeline as a way to study
 - b. Short on time? Go through the KBAT with three highlighters. If you feel very confident about a term, highlight it in green. If you feel very unsure about a term, highlight it in red. If you feel 50/50 about a term, highlight it in yellow. With your limited studying time, start with the terms highlighted in yellow! This makes sense because you already kind of know these terms and maybe a little refresher will push you over the edge. Then if you have any remaining time, tackle some of the red terms.
6. Be prepared to think during the test! Work your way through the answers and narrow down the answer choices. You should be able to pull on class notes, activities, textbook reading, images . . . lots of things to choose from to help you pick the right answer. **IF IT WOULD HELP YOU TO BE ABLE TO WRITE ON THE TEST, LET ME KNOW THE DAY BEFORE AND I WILL GET YOU YOUR OWN COPY!!!!**

One final note: The U.S. history curriculum is centered on a list of key standards. All of the assessments in the class are largely based on these standards. The following study guide contains short, easy-to-understand explanations of the standards. This is an amazing, highly suggested resource that could help any student study for a quiz, test, or final exam.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/StudyGuide_USH_s15GA-EOC_08.17.15.pdf