

10th Honors U.S. History 1

Classroom: 251



Teacher: Mr. Seth O'Neal

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Course Description:

This course is a comprehensive study of the first half of American history, from pre-Columbian cultures of the Americas to the reconstruction of the United States after the Civil War. This course is designed to emphasize writing, research, and critical thinking skills necessary to prepare students for future Advanced Placement history courses.

Course Objective:

By the end of the semester, students should be familiar with important primary sources, research methods, and be able to explain how the United States evolved politically, socially, and economically from the era of pre-colonization (1491) until the end of Reconstruction (1877).

Alabama Course of Study Standards for US History 10:

TOPIC 1: EXPLORATION

10.1 Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

TOPIC 2: THE COLONIES (1492-1752)

10.2 Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations.

10.3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington & Concord, the publication of Common Sense, and the signing of the Declaration of Independence.

TOPIC 3: The American Revolution (1765-1783)

10.3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington & Concord, the publication of Common Sense, and the signing of the Declaration of Independence.

TOPIC 4: THE EARLY REPUBLIC

10.4 Describe the political system of the United States based on the Constitution of the United States.

10.5 Explain key cases that helped shape the United States Supreme Court, including *Marbury v. Madison*, *McCullough v. Maryland*, and *Cherokee Nation v. Georgia*.

TOPIC 5: THE EARLY REPUBLIC, CONTINUED

10.6 Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

10.8 Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, & the Creek War, to those of the developing nation.

TOPIC 6: THE ERA OF REFORM

10.9 Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.

10.9 Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.

10.7 Evaluate the impact of American social and political reform on the emergence of a distinct culture.

TOPIC 7: SECTIONALISM AND DIVISION

10.9 Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including... the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

10.7 Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.

10.9 Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision.

TOPIC 8: CIVIL WAR

10.10 Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.

TOPIC 9: RECONSTRUCTION

10.11 Compare congressional and presidential reconstruction plans, including African-American political participation.

Textbook:

Students will be issued a laptop that has their textbook preloaded in PDF form. They will not be issued a physical, hard-back textbook, but they can check one out from the library. Students will also have access to their online textbook account through their Pearson app, located in Clever.

Grades:

Semesters are divided into two 9-week grading periods. Final grades during the 9-week grading period are composed of the following:

- 60% Summative Assessments: Tests, quizzes, projects, writing assessment. Each unit will contain a quiz and a test.
- 40% Formative Assessments: In-class assignments, homework, citizenship.

The semester average is calculated as follows: 20% (1st Grading Period) + 20% (2nd Grading Period) + 10% (Semester exam).

Late Policy:

- Excused Absences*: Per HCS policy, students with excused absences will have ten days to make up all missing assignments and tests/quizzes. Should students not make up their work in time, they will receive a zero for those assignments and tests/quizzes.
- Unexcused Absences: Students with unexcused absences on traditional in-class days will be able to turn in late work. Submitted late work will have 10 points deducted from the final grade each day that it is late.
- Students who are present in class on traditional in-class days and choose not to do the assignment will receive a ZERO.

Grading Scale:

	A	B	C	D	F
Grading Scale	90 - 100	80 - 89	70 - 79	60 - 69	0 - 59
AP/IB Scale	5	4	3	2	0
Honor Scale	4.5	3.5	2.5	1.5	0
Regular Scale	4	3	2	1	0

Progress Reports / Report Cards

You will receive a progress report in the middle of each 9-week grading period. It is the student's responsibility to monitor their grades on PowerSchools. Parents also have access to PowerSchools, and it is recommended that they utilize this tool. It is also recommended that parents create an account to follow along with their students' academic progress on Schoology.

Citizenship:

Every student begins the year with full citizenship points (100), which is 10% of the Formative Assessment. To maintain these points, students must act professionally in class daily.

Unprofessional activities will result in a loss of points after a verbal warning. These activities include, but are not limited to, coming to class late, being unprepared, using a cell phone or device when not permitted, disrupting class, and engaging in other unprofessional actions. If a student continues to lose citizenship points, an email will be sent home. This grade helps students prepare for future careers, and act in a virtuous manner.

Expectations:

Students are responsible for make-up work and scheduling make-up tests. If a student is struggling or has questions, they are encouraged to ask. Seek help before falling behind and do not be afraid to email.

Cheating will not be tolerated and will result in an automatic zero. Plagiarism is a form of cheating, and if detected, will result in an automatic zero; these policies include assignments completed digitally.