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| ***Course Description:*** | | This course will is the first of two courses that will examine the history of the United States. The focus of this class will begin with the colonization of North America and continue through the year 1900. This course will examine the forces that shaped and continue to shape our political, economic, and social institutions and the impact of those forces on the development of the United States to the dawn twentieth century. Students in this class will develop inquiry skills by using a variety of written and electronic sources. When possible we will focus on people from Alabama and events that directly affected our state. |  |
|  | | After completing this course, students will be able to:   * Use a variety of tools to explore the interpretive nature of American history from colonization to the dawn of the 20th Century. * Examine significant eras of American history to develop chronological understanding and recognize cause-and-effect relationships and multiple causation. * Examine the impact of significant individuals, groups, and social movements. * Analyze the social, political, and economic characteristics of various periods in the history of America. * Analyze the transformation of the American economy from rural to industrial and from laissez-faire to a mixed economy with government intervention. * Recognize how the U.S. Constitution, significant legislation, and landmark Supreme * Court decisions have changed the nature of American society. * Explore how people and cultures of many countries, races, and religious traditions have created American society through cooperation, conflict, and competition. |  |
| ***Course Objectives:*** | |  |  |
| ***Classroom Expectations:*** | | You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with parent/instructor conferencing, administrative action, if necessary and me.  **Concerning the use of cell phones and other electronic devices:**  Devices should be on silent and kept in your purse, backpack, or pocket during class unless otherwise instructed. You may not place it on your desk. Parents, guardians, and other family members should call the front office in case of emergency.  If you violate this rule, you can expect the following consequences:   * *First offense* – The phone or device will be placed in a phone chart at the front of the room. You may pick it up at the end of class. * *Second offense* – The phone or device will again be placed in a phone chart at the front of the room until the end of class and a parent/guardian will be notified. * *Third offense* – This is defiance and I will notify an administrator. |  |
| ***Grading Policy:*** | | Major assessments will count 70 percent of your grade. Homework and classwork will account for 30 percent of your grade. Grades will be updated weekly in PowerSchools. Each grading period will consist of nine weeks. |  |
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| ***Make-up Work Policy:*** | | Make-up tests will **only** be given to a student who has an **excused absence**. **The student must make arrangements with the teacher to take a make-up test.** **Tests may be taken during Patriot Path with prior arrangement from each teacher.**  A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.  Homework/Classwork: Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student’s responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence**. Grades of zero will be assigned for assignments missed because of unexcused absences. |  |
| ***Text and Other***  ***Required Reading:*** | | The textbook for this class will be kept in the classroom for students to use when needed for reading and assignments in class. Extra reading assignments will be provided throughout the semester via Schoology and on paper when requested. These assignments will usually be short primary and secondary source readings for students to analyze. |  |
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| ***Materials and***  ***Supplies Needed:***  ***Laptops***  ***Turnitin Notice***  ***Accommodations*** | | * Students will need paper and pen/pencil * Occasionally students will need color pencils or markers for map activities in class. * A digital device is not required, but will be useful for students both in and out of class   Concerning laptop utilization: 1.Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.  The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.  Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.  Requests for accommodations for this course or any school event are welcomed from students and parents. |  |
| **Example: 18 – WEEK PLAN\*** | | | |
| **Week 1** | **Introduction**  **Colonizing America, Prehistory** | | |
| **Weeks 2-3** | **Colonizing America, Prehistory**  **The American Revolution** | | |
| **Weeks 4-5** | **The American Revolution**  **Creating a Constitution** | | |
| **Weeks 6-7** | **Federalist and Republicans**  **Growth and Division** | | |
| **Weeks 8-9** | **The Spirit of Reform**  **Manifest Destiny** | | |
|  | **FALL BREAK** | | |
| **Weeks 10-11** | **Sectional Conflict Intensifies**  **The Civil War** | | |
| **Weeks 12-13** | **The Civil War** | | |
| **Weeks 14-15** | **Reconstruction** | | |
| **Weeks 16-17** | **Settling the West** | | |
| **Week 18** | **Review for Final** | | |

**\*This is a tentative plan and may change at the discretion of the teacher.**

**Please sign below to acknowledge that you have received, read, and understood the syllabus.**

**Student name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):**

Parent/guardian Email:

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Parent/Guardian Phone number:

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