

# ***US HISTORY I: BEGINNING TO THE INDUSTRIAL REVOLUTION***

Teacher Name: Betsy Galloway  
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## ***Course Description:***

The study of the early history of the United States in Grade 10 forms the foundation for understanding the development and principles of modern American society. Beginning with the earliest explorations of American continents, this course offers a chronological study of major events, issues, movements, individuals, and diverse groups of people in the United States from a national and an Alabama perspective. In addition to gaining essential knowledge regarding this period of our nation's past, students develop historical-thinking skills, which include chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making.

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## ***Course Objectives:***

### **Students will:**

- Interpret timelines of key historical events, people, and periods; locate significant historical places and events on map
  - Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
  - Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
  - Develop open-ended historical questions that can be addressed through historical research and interpretation
  - Analyze how the past influences the lives of individuals and the development of societies
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## ***Classroom Expectations:***

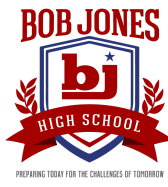
You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

### **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.
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### ***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.

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### ***Text and Other Required Reading:***

There are no required readings for this course. Readings within the class will be multiple different types of text that will be provided in class and online.

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### ***Materials and Supplies Needed:***

Charged laptop and charger brought to class daily  
Folder or binder section for this course specifically  
loose leaf paper  
composition notebook  
headphones (only in use when requested)  
Personal set of colored pencils, markers, and crayons

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**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.

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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

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### ***Turnitin Notice (English Courses)***

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.

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Requests for accommodations for this course or any school event are welcomed from students and parents.

### ***Accommodations***

<b>Example: 18 – WEEK PLAN*</b>	
<b>Weeks 1-3</b>	<b>Unit 1</b> Colonizing America (Pre-history to 1754)
<b>Weeks 4-7</b>	<b>Unit 2</b> The American Revolution (1754 to 1783)
<b>Weeks 8-10</b>	<b>Unit 3</b> Creating a Constitution (1781 to 1789), Federalists and Republicans (1789 to 1816)
<b>Weeks 11-12</b>	<b>Unit 4</b> Growth and Division (1816 to 1832), The Spirit of Reform (1828 to 1845)
<b>Weeks 13-14</b>	<b>Unit 5</b> Manifest Destiny (1820 to 1848), Sectional Conflict Intensifies (1848-1860)
<b>Weeks 15-16</b>	<b>Unit 6</b> The Civil War (1861-1865)
<b>Weeks 17-18</b>	<b>Unit 7</b> Reconstruction (1865-1877)
<b>Week 19</b>	Review for Final

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

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**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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