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**Room F102**

**Fall 2017**

**U.S. HISTORY**

**Fall Semester Syllabus**



**COURSE DESCRIPTION**

This is a yearlong course required for high school graduation.  It is a survey of the history of the United States, beginning with pre-European Americans and concluding with the current administration.  The objectives of this course include examining the political, social, economic, and cultural influences on US history and examining how past experiences contribute to current trends in modern America.  The fall semester includes an exploration of the developments of and challenges to democracy as well as an analysis of national growth and reform.



**TEXTBOOK**

*The AMERICANS*, (Georgia Edition) McDougal Littell, Houghton Mifflin Company, Boston, 2006.

Students are financially responsible for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course.  You will not receive credit for turning in another student’s book and may not turn in replacement books.  The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.



**COURSE OUTLINE**

**UNIT ONE – Colonial Era**

    Text: Chapters 2-3.3

SSUSH1a-d: The student will compare and contrast the development of English settlement and colonization during the 17th Century.

SSUSH2a-d: The student will describe the early English colonial society and investigate the development of its governance.

**UNIT TWO – Revolutionary War and the Constitution**

    Text: Chapters 3.4-Living Constitution

    SSUSH3a-c: The student will analyze the primary causes of the American Revolution.

SSUSH4a-f: The student will analyze the ideological, military, and diplomatic aspects of the

American Revolution.

SSUSH5a-e: The student will investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

**UNIT THREE – The Growing Nation**

    Text: Chapters 6-9.3

SSUSH5a-e: The student will investigate specific events and key ideas that brought about the

adoption and implementation of the United States Constitution.

    SSUSH6a-e: The student will analyze the challenges faced by the first five presidents and how they responded.

    SSUHS7a-d: Students will investigate political, economic, and social developments during the Age of Jackson.

**UNIT FOUR – Civil War and Reconstruction**

    Text: Chapters 9.4-12

SSUSH8a-e: The student will explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

SSUSH9a-d: The student will evaluate key events, issues, and individuals related to the Civil War.

SSUSH10a-e: The student will identify legal, political, and social dimensions of Reconstruction.

**UNIT FIVE – Industrial Growth and Reform**

    Text: Chapters 13-17

    SSUSH11a-e: The student will examine connections between the rise of big business, the growth of labor unions, and technological innovations.

SSUSH12a-c: The student will evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

SSUSH13a-d: The student will evaluate efforts to reform American society and politics in the Progressive Era.

**UNIT SIX – Imperialism and WWI**

Text: Chapters 18-19

SSUSH14a-b: The student will explain America’s evolving relationship with the world at the turn of the twentieth century.

SSUSH15a-c: The student will analyze the origins and impact of U.S. involvement in World

War I.

**\*The Course Outline is subject to change at any time due to time management or other reasons deemed necessary to benefit the class.**



**GRADING POLICY**

According to Fulton County Policy, the following scale is used:

90-100          =  A

80-89           =  B

70-79           =  C

BELOW 70 =  F



**GRADE BREAKDOWN**

**Major Assessments (55%):** This includes multiple choice tests, unit essays, free response questions, and project based learning assignments. Students will be made aware which assignments are major assessments.

**Minor Assessments (15%):**  This includes study guides, quizzes, presentations, mini-q’s, formative assessments, short answer assessments, Socratic circles, and journal entries. Students will be made aware which assignments are minor assessments.

**Other (10%):** This includes homework assignments, class work, and tickets out the door.

**Final Exam (20%):** There will be one comprehensive final exam given during the last week of the semester.  The EOC will be administered spring semester and covers the entire year of U.S. History.

**LATE and MAKE-UP POLICIES**

Attendance is critical for both the student’s own benefit and the benefit of the class.  **It is the STUDENT’S** **responsibility to come to the teacher regarding work missed during an absence.**

**Major Assessments:** A late major assessment will lose 10 points for every day it is late, up to 50 points.  Major Assessments must be made up by the end of the **next** unit’s test; any assessment not made up by this deadline will remain a zero.

**Minor Assessments AND Other:** A late minor assignment or homework will lose half of the available points.  Minor assessments and grades from the Other category, including homework, must be made up by the end of the **current** unit’s test.  Any assignment not made up in time will remain a zero.

If you are in the building for any portion of a day and you have things due in my class that you don’t turn in, those assignments will be considered late. You may always turn in assignments before their due date when you have a scheduled absence (religious reasons, field trips, athletic competitions, scheduled doctor’s appointments, TAG, college visit, etc).  Students who miss assignments due to an unexcused absence can earn a maximum of 90% on any make-up work. All make-up and recovery assignments must be turned in by **12/08/2017**



**EXTENDED TIME**

If you have approval from the administration to have extended time on tests, due to an IEP, 504, or similar accommodation, you will need to make arrangements with your teacher to complete a portion of your test outside of class time.  You will be given a portion of the test at a time until you have completed it.  You must finish the portion you are given before moving on to the next portion.  You will not, in any circumstance, be permitted to see the entire test and then make arrangements to complete it at a later time.



**EXPECTATIONS FOR WRITTEN WORK ACROSS THE CURRICULUM**

All written assignments should:

• be in complete sentences using formal language

• follow conventions of grammar, usage and mechanics

• accurately cite sources used with discipline-specific requirements (i.e. MLA, APA, etc.).



**CHATTAHOOCHEE HIGH SCHOOL RECOVERY POLICY**

Chattahoochee High School Provision for Improving Grades

1. Students who complete a major assessment but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.

2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class. Students are allowed one attempt at recovery per major assessment. All recovery work must be completed 10 days before the end of the semester.

3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%. If the recovery grade is above 75%, the original grade will be replaced with a 75%.

School Board Policy IHA Grading and Reporting System

Provision for Improving Grades

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

2. Teachers will determine when and how students with extenuating circumstances may improve their grades.



**CHEATING AND PLAGIARISM**

The Social Studies department considers academic integrity a top priority.  ANY copying or sharing of answers on homework, major assessments, minor assessments, or exams will be viewed as cheating by the Social Studies Department.  The only exception to this rule is if the teacher has explicitly stated that the work is a “cooperative learning” experience.  If in doubt, ask the teacher.

Plagiarism is a form of cheating.  It is defined by the American Heritage Dictionary of the English Language is “the act of stealing and using the work ideas or writings of another as one’s own.”  Although the direct copying of another’s work is the most blatant example, any time a student takes another’s ideas and passes them off as their own, it is considered plagiarism.  This includes “rephrasing” material without noting the source.  If in doubt, ask in advance.  The consequences for cheating or plagiarism on any assignment are outlined in the handbook: it will result in a zero grade on the assignment, an Honor Code Referral, and a phone call notifying the violator’s parent.



**EXTRA CREDIT**

No grades will be given for non-academic assignments and no extra credit will be offered.



**ELECTRONIC PRIVACY POLICY**

No use of electronic devices to record or transmit class activities, resources, or information is permitted.  This means that you may not use a tape recorder, camera, camera phone, camera pen or any other device to record or take pictures of students, teachers, classroom materials or resources, notes, etc.  Doing so is a serious violation of the honor code and of the privacy rights of individuals and will be treated as such. However, when students receive their one-to-one devices, they will be permitted to use them in class when instructed to do so.

**TARDY POLICY**

In all Chattahoochee classrooms, instruction occurs from bell to bell.  Attendance for the entire period is vital to students’ success.  If a student is not in class before the tardy bell rings, he or she will be marked tardy.  Tardies will be tracked throughout the semester and progressive discipline will be applied.

A class cut occurs when a student is absent from class for more than ten minutes without having permission from their assigned teacher or authorization from the front office to do so.

**EXTRA HELP SESSIONS**

I encourage all students to form groups and meet outside of school to discuss content topics and study for tests. I am available for extra help sessions by appointment.



**DISCIPLINE**

The Chattahoochee Student Handbook and Fulton County’s Code of Conduct & Discipline Handbook will apply.



**FOOD and BEVERAGES**

Absolutely no candy, food, or beverages of any kind, except water, may be visible or consumed in the classroom.  If a student has a medical condition that requires them to have food or beverages while in class, they must bring a note signed by the student’s doctor to the school nurse, who will then notify the teacher of their condition.  In this case, and in this case only, will exceptions be made.  Food and beverages seen in class may be confiscated and thrown away and discipline may be issued.



**PERSONAL POSSESSIONS**

All purses, totes, and bookbags must remain closed and on the floor throughout the period.  They are not allowed to be on the student’s desk and students cannot go through them during class.  Similarly, the classroom is not the place for grooming, so students are not allowed to apply make-up, brush hair, and the like in class.

Students are allowed to use their personal technology devices, such as audio players, cell phones, and tablets, only when explicitly approved by the teacher.  When doing so, students must follow the teacher’s instructions regarding appropriate use of these devices, using them for educational purposes.  If students do not comply with this policy, their personal devices may be confiscated and school discipline, including detentions and office referrals may occur.



**ONENOTE**

Students are **required** to join their class on OneNote the first week they are in the class.  The teachers will supply students with the individual course code.  OneNote provides a variety of resources, including daily lesson plans, a calendar with assignment due dates, course standards, syllabi, project instructions and other important information.



**OTHER RESOURCES**

The class occasionally utilizes school Internet labs.  Absolutely no food or drinks are allowed in the lab.  Students are required to be working on their assigned work in the lab and must follow teacher directions as well as CHS’s electronic network policies.  Disciplinary consequences will be applied to any student that fails to abide by these simple expectations.  By signing on to a Fulton County computer, you are agreeing to the county’s Technology Code.

We will also use the Media Center occasionally where all food and drink (except water) is prohibited.  Students are required to be working on their assigned work in the media center and follow teacher directions as well as Media Center policies.

I strongly recommend that parents sign up for Home Access Center, the online system to monitor attendance and grades.

STUDENT NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Period\_\_\_\_\_\_\_\_\_\_

I have reviewed the course syllabus and acknowledge the class policies.

Student Signature                                                                                      Date

Dear Parent or Guardian,

I am your child’s Social Studies teacher this year and I ask for your support in helping your child succeed in class.  Please take a few minutes and review the course syllabus.  Feel free to contact me with any questions and then please sign below indicating that you have seen the syllabus.

(Parent’s name – printed)

                    (Parent ‘s signature)

Due to limited access to a telephone during the day the best way for me to keep in contact with you is by email.  If you have an email address and feel comfortable sharing it please include it below.  Please print clearly.

(Parent’s email)

Additionally, if you have a phone number where you can be reached that would also be helpful.

(Parent’s phone number)