



United States History

2016-2017

Periods: 2nd, 3rd, 5th, 6th, and 7th



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Classroom Expectations

Students are expected to put forth their best effort in a cooperative manner during class and adhere to the following guidelines:

1. Be respectful of yourself, your peers, your instructor and the property around you at all times. Displaying respect is especially important during classroom discussions. If you have a question or desire to participate in a discussion, raise your hand and directly address arguments, not the people posing them.
2. Participate in class discussions and activities.
3. Be on time and prepared for class. This includes having your textbook, binder, composition notebook, ink pens, and completed assignments (including reading).
 - a. Assignments are due at the beginning of your class period on the day specified in advance (see Make-Up/Late Work policy).
 - b. Tardy Policy: Students late to class will be required to sign the teacher's tardy book. A student will be considered tardy if he/she is not in his/her assigned seat when the late bell has finished sounding. Please see the classroom tardy policy in the student handbook.
4. Gum, food and drink are not permitted in the classroom. Students may have water in a clear container. Hats are not to be worn in school, writing on the desks is not permitted and cell phones are only to be used during organized learning activities. Do not pack up your materials before the teacher is finished instructing or the bell has sounded.
5. Comply with the general rules as listed in the Cambridge High School student handbook. Failure to do so will result in disciplinary action (Infractions: 1-Documented; 2-S/T Discussion; 3-Call Parent/Guardian; 4-Teacher Assigned Detention; 5-Meeting with Parent/Guardian; 6-Administrative Referral)

Honor Code Violations

Plagiarism Statement: Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism include, but are not limited to, the following actions: (1) using words or ideas from a published source without proper documentation; (2) using the works of another student (i.e., copying another student's homework, composition, project, etc.); (3) using excessive editing suggestions of another student, teacher, parent, or paid author. Plagiarism on any project or paper at Cambridge High School will result in a zero for the assignment and an honor code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Cambridge Honor Code as well. In order to avoid plagiarism, the student must document all sources consulted or used in the preparation of a document or presentation. This includes sources from the internet.

Extra Help and Conferences

I will be available Monday-Friday 7:55-8:20 a.m. and Monday-Thursday 3:30-4:00 p.m. However, an appointment can be arranged if extra assistance is requested. Additionally, parents and students may contact me via email to arrange a conference or express concerns. Grades or individual concerns will not be addressed during instructional time.

Requirements for the Course

1. Bring your textbook to class on a daily basis. The student will be required to pay for lost or stolen textbooks.
2. Students will keep a three-ring binder dedicated solely for U.S. History. If a student is unable to obtain a binder on his/her own, he/she should see me. The binder will include the following:
 - a. A copy of the Syllabus
 - b. 5 labeled tabs (1-Classwork; 2-Notes; 3-Homework; 4-Handouts; 5-Graded Assignments)
 - c. College or Wide Ruled Paper
 - d. Blue or Black Ink Pens

Course Description

This course is a survey of the history of the United States from the time of colonization to the present day. Both domestic and foreign policy issues throughout this time period will be focused upon and an attempt will be made to place them in the various social science themes: **Social, Political, Religious, Intellectual, Technological, Cultural and Economic**. Current events will be a regular part of the course in order to make connections between what happened in our nation's past and how it affects today's citizens. Students will be responsible for keeping up with the reading assignments outside of class. Research indicates that those who read are more academically successful than those who do not. Lastly, we will try to develop FOUR main skills throughout the year:

1. Using evidence to construct and evaluate arguments
2. Using primary documents to analyze point of view, context, and bias
3. Developing the ability to assess issues of change and continuity
4. Enhancing the capacity to handle diversity of interpretations

Course Outline – Test dates are tentative and subject to change.

Semester One:

Unit 1: Chapters 2, 3/Standards 1, 2

Three Worlds Meet (introduction of U.S. History)

Colonization and Settlement (2 weeks)

- European settlement in North America during the 17th century
- Economic and social development of British North America

Tentative Test Date: August 23, 2016

Unit 2: Chapters 3, 4, 5, and 6/Standards 3, 4, and 5

Revolution and the New Nation (3 weeks)

- Causes of the American Revolution
- Ideological, military and diplomatic aspects of the American Revolution
- Events and key ideas that brought about the adoption and implementation of the U.S. Constitution

Tentative Test Date: September 16, 2016

Unit 3: Chapter 6, 7, 8 and 9/Standards 6, 7, and 8d

Expansion and Reform (4 weeks)

- Territorial and population growth, and its impact in the early decades of the new nation
- Process of economic growth, its regional and national impact in the first half of the 19th century and various responses to it

Tentative Test Date: October 17, 2016

Unit 4: Chapter 10, 11 and 12/Standards 8, 9, and 10

Civil War and Reconstruction (4 weeks)

- Growing north-south divisions and westward expansion
- Key events, issues and individuals relating to the causes, course and consequences of the Civil War
- Legal, political and social dimensions of Reconstruction

Tentative Test Date: November 16, 2016

Unit 5: Chapter 13, 14, 15, 16/ Standards 11, 12, 13

The Development of Industrial United States (3 weeks)

- Growth of big business and technological innovations after Reconstruction
- Important consequences of American industrial growth
- America's stance on immigration at the turn of the 20th century
- Major efforts to reform American society and politics in the Progressive Era

Tentative Test Date: December 16, 2016

1st Semester Final Exams: December 19-22, 2016.

Semester Two:

Unit 6: Chapter 17, 18, 19/Standards 14, 15, 16

The Emergence of Modern America (3 weeks)

- America’s evolving relationship with the world at the turn of the 20th century
- Origins and impact of U.S. involvement in WWI

Tentative Test Date: January 27, 2017

Unit 7: Chapter 20, 21 and 22/Standards 16, 17, and 18

“Boom to Bust”: 1920s, The Great Depression, and the New Deal (3 weeks)

- Key developments in the aftermath of WWI
- Causes and consequences of the Great Depression
- Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need

Tentative Test Date: February 15, 2017

Unit 8: Chapter 23, 24, 25/Standard 19

World War II (2 weeks)

- Transition of the U.S. from isolationism to fighting and winning a war on three continents

Tentative Test Date: March 8, 2017

Unit 9: Chapter 26, 27 and 28/Standards 20, 24c, and 21

Postwar United States – Cold War (2 weeks)

- Origins, major developments and the domestic impact of WWII
- Domestic and international impact of the Cold War on the U.S.
- Economic growth and impact on the U.S. from 1945-1968
- Impact of political developments between 1954-1975
- Impact of Social change movements and organizations of the 1960s
- Changes in national politics since 1968

Tentative Test Date: March 30, 2017

Unit 10: Chapters 29, 30, 31, 32 and 34/Standards 22, 23, 24 and 25

Era of Social Change – Contemporary United States (5 weeks)

- Civil Rights Movement
- Changes in national politics since 1968
- Social and environmental change
- The end of the Cold War
- Foreign policy after the Cold War

Tentative Test Date: April 25, 2017

End of Course Test: Week of April 24, 2017

Final Experience: Week of May 22-25, 2017

Textbook

The Americans by Danzer et al., McDougall Littell, 2006.

\$103.20

ISBN: 0618377166

Evaluation

A. Summative Assessments	30%	(Tests)
B. Formative Assessments	15%	(Quizzes Announced/Unannounced)
C. Classwork	15%	(Individual/Group Assignments)
C. Performance Tasks	15%	(Projects/Current Event)
D. Homework	5%	
E. Final Exam	20%	(1 st semester: Unit 1-5; 2 nd semester: EOCT-Unit 1-11)

Grading Scale

A	90 and above
B	80-89
C	70-79
F	below 70

End Of Course Test Information

The U.S. History EOCT will serve as the 2nd semester final exam, which will count as 20% of the semester grade. It will cover material from the entire academic year.

Recovery

Recovery is available for students who score at or below 75 on summative assessments and wish to show increased mastery through relearning and reassessment. Only one recovery attempt per summative assessment will be allowed and must be completed before the next summative assessment (usually 1 – 2 weeks). The student must initiate the recovery process and must meet all the teacher's requirements (help sessions, practice work, etc.) within the teacher-given time period. A contract/agreement with all requirements should be signed by the teacher, student, and parent/guardian. The recovery assessment may be in a different format but will cover the same standards. The student will receive the higher grade, up to 75. The expectation is that the student's recovery grade will show a significant improvement in mastery of standards.

NOTE: Teachers may determine when and how students with extenuating circumstances may improve their grades. (FCBOE)

Make-up Work

Making up work due to absence is the responsibility of the student. If absent on a day when new material is presented, the student is expected to get the notes from the teacher (classroom website) or another student immediately upon return. A student absent only the day before an announced quiz or test will be expected to take the quiz/test with the class. If absent on the day of a quiz or test, the student is expected to take the quiz or test during the given make-up period. Failure to take the quiz or test during this time will result in the student being able to achieve a maximum grade of 70 percent. Failure to take a unit test prior to the next unit test will result in a zero. An alternative quiz/test may be given when deemed appropriate. If you are in school on a given day and unable to attend class for any reason (early dismissal, TAG, etc.) you are expected to make prior arrangements to take a quiz/test or stop by to pick up or submit assignments. Should you receive a pre-approved absence from the administration, you must make arrangements with the instructor to make up a quiz/test/assignment prior to your absence.

Late Work

Assignments submitted late will receive points off the grade. This includes reasons such as computer/printer problems, work schedules, last minute conflicts, etc. **For each day late, 10% of maximum points possible will be deducted from earned grade.** This rule may be relaxed due to extended illness and/or extenuating circumstances that will be determined on a *case by case basis by the teacher.*

*Contents of this syllabus are subject to change at the teacher's discretion without prior notice.

Daily Expectations

- Arrive prepared for class
 - Seated by the tardy bell
 - Assignments completed
- Respect the teacher and one another to build a community of lifelong learners through participation
- Adhere to **ALL** school and district policies and guidelines listed in Student Code of Conduct
 - Follow the Honor Code
 - Consume all food, drink, candy and gum in the café

Student Information Sheet

Bailey

Name _____ Period _____ Parent(s) Name(s) _____

Email Address _____

Home Phone _____ Parent/Guardian Work Phone _____

Cell Phone _____

Extracurricular Activities _____

Favorite Subject _____ Best book I ever read _____

Favorite movie _____ Historic Place(s) Traveled _____

I think learning is _____

My favorite classes are those that _____

My likes and dislikes about U.S. History:

Likes:

Dislikes:

Some things that you need to know about me as a student are (please take this seriously because it will be beneficial in the long run):

Some things that I would like to know about you as a teacher are:

My goals for this class:

1.

2.

3.

I have read and understand the syllabus.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____