

Early United States History

Syllabus

Bob Jones High School
650 Hughes Road
Madison, AL 35758



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I. **Course Description:**

Early United States History is an introductory survey of American History from colonization to the turn of the twentieth century. This course will strictly follow the prescribed course of study which states: "The standards for the Tenth Grade students will cover the historic development of American ideas and institutions from the age of exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Alabama history."
My expectation is that each student put forth his or her best effort. It is my hope that all of my students will develop a love of history or at least an appreciation and understanding of how it affects us today. (18 weeks/1 credit)

II. **Course Objectives:**

Students will be able to:

- Understand historical causality
- Analyze historical events
- Explain historical events and processes
- Think critically about historical events and source materials
- Write analytically to explain the course of history
- Analyze and use primary documents

III. **Classroom Expectations:**

Students will be expected to follow all school rules as outlined in their student handbook. In the classroom three simple rule prevail. **1. I must be able to teach and you must be able to learn. 2. Respect yourself, others, and the classroom. 3. Smile.**

This means that students must:

- Come to class prepared (supplies, homework, etc.)
- Be seated and ready to work when the bell rings—students not in their seats will be treated as TARDY
- Participate in class discussions
- Use common courtesy while in the classroom
- ALL SCHOOL RULES APPLY (cell phones, dress code, food/drinks, etc.)

Any distractions that interfere with the student learning process will face the following consequences (THIS INCLUDES CELL PHONES!):

- First Offense: Verbal Warning
- Second Offense: Detention & Parental Contact
- Third Offense: Office Referral
- ATTENTION SLEEPERS: sleeping in class is not an option. If you have a condition that prevents you from staying awake in class, please see me after class.

*The academic misconduct policy of the school will be followed for this course.

IV. **BJ Grading Policy:**

The Madison City Board of Education sets a general standard for grade distribution. The following is a breakdown for this course's grade distribution:
Tests, Projects, & Papers= 70%

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Homework, Classwork, Quizzes, Participation = 30%

The grading scale is as follows:

A = 90-100

B = 89-80

C = 79-70

D = 69-65

F = <65

The semester grade is determined by the two nine weeks (40% each) and the semester exam (20%).

*Any student who receives failing grades during this course is urged to discuss this with the teacher. Parent contacts will be made for students with unacceptable grades.

Each grading period will be nine weeks long. **Progress reports will be sent home every three weeks.**

V. **BJ Make-up Test Policy:**

The following is the Make-up test policy for the Madison City School System:

Work Make Up. Students may make up work after absences in accordance with this paragraph.

- A. Unexcused Absences. Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences. Principals may, subject to the severity of the violation, schedule out-of-school suspension to allow the student to take scheduled major exams, such as nine-week, semester, or those required by the State of Alabama, such as the exit exam.
- B. Excused Absences. Students are permitted to make up work, tests, and other assignments, activities, etc. when absences are excused.

(1) Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences, when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of student and parent to ensure a student makes up work following excused absences.

- (2) Teachers may alter assignments, tests, work, and activities, etc., as necessary to ensure an accurate evaluation of the student's performance after an excused absence.

Make up tests will be given before school at 7:15am no later than 10 days

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following an unexcused absence. It is the students responsibility to set up an appropriate time for their makeup test.

VI. **Text and Other Required Reading:**

Appleby, Joyce, and others, eds. *United States History*. New York: McGraw Hill Companies, Inc., 2014.

- Students are responsible for any damage to textbooks during the term.

VII. **Materials and Supplies Needed:**

Students must bring the following items to class everyday:

- binder (Beware of open note quizzes!)
- loose leaf paper
- black or blue pens
- textbook (Book checks will be conducted periodically.)

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18 – WEEK PLAN	
Week 1	<ul style="list-style-type: none"> • Orientation <ul style="list-style-type: none"> ○ General classroom processes and procedures ○ Diagnostic evaluations – geography/map reading skills • Chapter 1 – Colonizing America
Week 2	<ul style="list-style-type: none"> • Chapter 1 – Colonizing America
Week 3	<ul style="list-style-type: none"> • Chapter 2 – The American Revolution
Week 4	<ul style="list-style-type: none"> • Chapter 2 – The American Revolution
Week 5	<ul style="list-style-type: none"> • Chapter 3 – Creating a Constitution
Week 6	<ul style="list-style-type: none"> • Chapter 3 – Creating a Constitution
Week 7	<ul style="list-style-type: none"> • Chapter 4 – Early Government, Federalists and Republicans
Week 8	<ul style="list-style-type: none"> • Chapter 5 – Economic Nationalism, Growth and Division
Week 9	<ul style="list-style-type: none"> • Chapter 6 – The Spirit of Reform
Week 10	<ul style="list-style-type: none"> • Chapter 6 – The Spirit of Reform
Week 11	<ul style="list-style-type: none"> • Chapter 7 – Expansionism, Manifest Destiny
Week 12	<ul style="list-style-type: none"> • Chapter 8 – Sectional Conflict Intensifies
Week 13	<ul style="list-style-type: none"> • Chapter 9 – The Civil War
Week 14	<ul style="list-style-type: none"> • Chapter 9 – The Civil War
Week 15	<ul style="list-style-type: none"> • Chapter 10 – Reconstruction
Week 16	<ul style="list-style-type: none"> • Chapter 10 – Reconstruction
Week 17	<ul style="list-style-type: none"> • Chapter 11 – Settling the West
Week 18	Preparation for Final

- Dates subject to change.