



We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

CROSBY HIGH SCHOOL COURSE SYLLABUS TEMPLATE

Crosby Course Number & Title: US History III 550 Honors

Instructor's Name: Mr. Michael P. Sullivan

Semester & Year: Full Year 2018-2019

COURSE DESCRIPTION

U.S. History III is a mandatory course for all juniors. The course begins with the American Progressive Era and leads up to the present day. Topics will cover the social, cultural, political, military, and economic transformations of nineteenth century America. Typical course activities include analyzing primary and secondary sources, class debates, research into historical events of significance, and creation of argumentative writings

COURSE GOALS/LEARNING OBJECTIVES

By the end of the year, students should be able to:

1. Recognize key terms and major institutions in lives of the American Citizen.
2. Critically interpret news and scholarly articles on United States issues by questioning assumptions and theses.
3. Analyze historical issues from different disciplinary perspectives.
4. Justify personal political, social, and economic standpoints with supporting evidence from course readings and materials.
5. Analyze a political situation, or cultural product, in terms of value on American society.
6. Create a collaborative and research-based presentation to inform the class about a specific case of group rights.

Common Core State Standards:

[CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.8](#) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[CCSS.ELA-Literacy.RH.11-12.9](#) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.11-12.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

C3 Framework for Social Studies:

[D1.4.9-12](#). Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

[D1.5.9-12](#). Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

[D2.Civ.10.9-12](#). Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

[D2.Eco.15.9-12](#). Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

[D2.Geo.6.9-12](#). Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

[D2.Geo.7.9-12](#). Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

[D2.His.1.9-12](#). Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

REQUIRED TEXTBOOK AND MATERIALS

United States History. Pearson / Prentice Hall, 2010.

- Any supplemental texts, materials and otherwise will be distributed to students when assigned.

COURSE POLICIES

- Attendance and Tardy Policy
 - Attendance Policy: Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
 - Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.

- Late Work Policy
 - Refer to district grading policy or see the link at the bottom of the page.

- Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:
 - a. Cheating on an examination
 - b. Collaborating with others in work to be presented, contrary to the stated rules of the course
 - c. Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own
 - d. Stealing or having unauthorized access to examination or course materials
 - e. Falsifying records, laboratory or other data
 - f. Submitting, if contrary to the rules of a course, work previously presented in another course
 - g. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students should not give or receive aid during examinations, quizzes, tests or lab assignments. Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.

Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is "1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone's words or ideas as if they were your own." If you copy another's work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class "B" misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an "F" for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and

possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

CODE OF CONDUCT

- Profanity
 - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
 - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
 - 1st offense: Confiscate, warning and notify parent, return to student at the end of the school day.
 - 2nd offense: Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.
 - 3rd offense: Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

COURSE GRADING (Per District Policy)

60% Assessments

20% Classwork

10% Disposition Toward Learning

10% Homework

Student/Parent Handbook: <https://goo.gl/rsFr95>