

United States History I

Instructor: Mrs. Nicole Esposito

Long Branch High School

Room 224

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Extra help hours: Everyday After School or by appointment

Syllabus

U.S. History I COURSE INTRODUCTION/DESCRIPTION

Welcome back to school! I hope each and every one of you enjoyed your summer vacation. Most importantly, I hope everyone is excited to start a brand new school year. I welcome all of you to my U.S. History I class. As of now, we will be acting as one; one small community who will be eager to help one another. All of us in this class will work as a team to assist each other in reaching our utmost potential as individuals and as a class.

Today, we are beginning a journey that we will experience together. This journey will take us from the beginning of American history with European Exploration until the early 1900s. You will be required to complete many assignments, quizzes, tests, projects, etc. which will entail higher levels of thinking and creativity. As your teacher, my goal is to keep all of your minds focused and intrigued. We will be involved in many fun learning experiences that will be beneficial to you during this school year. By the end of the year, you will feel a sense of accomplishment, pride, and joy. Now, please sit back, relax, and enjoy your ride through U.S. History I.

Course Objectives:

The following skills will be incorporated into the course:

- Recognizing principle themes in American History and drawing conclusions
- Analyze historical evidence based on primary source documents
- Examine and express historical analysis in analytical writing
- Work independently and in groups to solve problems and articulate arguments based on historical facts

Revised 2009 New Jersey Core Curriculum Standards for Social Studies:

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Course Readings will include the following:

- ✓ Danzer, Gerald A. *The Americans*. Evanston, IL: McDougal Littell, 2007.
- ✓ Taking Sides: Clashing Views on Controversial Issues in American History, Volumes One and Two; Larry Madaras and James M. SoRelle
- ✓ Selected readings from other related materials that will be handed out as the course proceeds.

Required Materials:

1. Notebook: You **must** have a 3-ring binder for this course (2" is recommended). It will include class notes, notes on the textbook and outside readings, charts, and writing assignments. ***Spiral notebooks are not recommended as they do not afford you the opportunity to insert class handouts and will result in the loss of important materials. If you do choose to have a spiral notebook, then you must have a folder to accompany it.***
2. Pen or pencil in class everyday
3. Highlighter
4. Homework Calendars: This will be used for organizational purposes especially due dates. These will be provided for you weekly, if you do not have one. Also, be sure to check the web-site and front board for due-dates and assignments.

Classroom Rules:

The school rules will be implemented each and everyday. However, there will also be classroom rules, which will be reviewed in class, but they are as follows:

1. Respect Everyone
2. Arrive on Time
3. Arrive Prepared
4. Use Appropriate Language
5. Be Open-Minded

Classroom Procedure:

I recommend that students leave their binders in the assigned classroom cabinets, so students always have their notebook easily accessible for class. For this reason, students will be given folders that will act as their vehicle for transportation for any papers that need to be brought home. Everyday when you walk into the classroom, you will immediately pick up your personal binder. There will be an assignment on the board waiting for you. After you pick up your binder, you will sit in your seat and begin completing the assignment.

Grading Breakdown per Marking Period:

The Universal Grading Systems will be followed, which is outlined below:

Summative Assessments:	70%
Formative & Homework Assessments:	30%

Types of Assignments that Constitute as Summative, Formative & Homework:

<u>Summative Assessments</u> 70%	<u>Formative & Homework Assessments</u> 30%
Examples: <ul style="list-style-type: none">• Chapter tests• Unit Tests• Research Papers• Major Projects (which reflect the end standard of a Unit)• DBQ• Major Essays (constitutes as a 5 paragraph essay)• Free Response Questions• Debate (with scored rubric)	Examples: <ul style="list-style-type: none">• Paragraph Reflections• Recall Assignments• Check for Understanding Activities• Quizzes• Do Nows• Debate Preparation• Mini-Debate• Project CheckPoints• Homework Examples: <ul style="list-style-type: none">• Any assignment that is completed at home, collected, and reviewed.

Grading and Homework Policy Information:

(Note: “Late work” refers to work that is being turned in late because it was not completed on time, even though the student has not been absent. “Makeup work” refers to work that is being turned in late because a student has an excused absence).

Homework: Homework is an essential tool for practicing what has been taught and determining what has been learned. All assignments are due on their announced date. Assignments handed in late will lose credit as follows: 1 day late: 20% off, 2 days late: 30% off, 3 or more days late: 50% off. The school policy of cut-off dates will be followed. No late work will be accepted after the cut-off dates that have been pre-determined. Please see below:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
<ul style="list-style-type: none">• Sept. 23• Oct. 9• Oct. 25• Nov. 13	<ul style="list-style-type: none">• Dec. 2• Dec. 18• Jan. 14• Jan. 30	<ul style="list-style-type: none">• Feb. 13• March 4• March 19• April 7	<ul style="list-style-type: none">• April 30• May 15• June 4• June 20

Absences: If you miss class due to an absence from school or due to a school related event, such as class trips, Band, Dance, performance practices and/or Guidance Appointments you are still responsible for the work missed. If there is homework due that day, you must make sure you submit it before 3:00pm by either dropping it off or by e-mail.

- ***Note:** In the case of an extended absence, the teacher will consult the school and family to determine a plan of action to make up course work.

Quiz Grades: Quizzes may be announced or unannounced and are meant to be a brief assessment tool. If a student is absent with an excused absence, quizzes need to be made up within 1 week. If a quiz is missed due to a tardy to class, then student must make the quiz up before 3 pm on that day. If the quiz is not made up, then it is a zero.

Tests: If you miss a scheduled test, you need to make up the test within 1 week. If it is not made up within that week, then you will receive a zero for that test.

- Please note that the makeup test may not be the same as the original test, as students should not have the opportunity to share information about the contents of the test with those who were absent.

Class Cuts: A class cut results in a zero grade for that day. If an exam was scheduled for that day, makeup tests will not be given to a student. Intentionally missing class to avoid having to take a test will be considered cutting. If a student knows he/she will be absent in advance, they should arrange a time to take the test in advance.

Class Participation:

Students will receive class participation grades for assignments that are completed in class. However, in addition to those assignments, students will receive an individual class participation grade worth 150 points each marking period. Participation points (up to 5 points per class) can be deducted for the following reasons:

- Student is not prepared for class with textbook, notebook, pen/pencil etc.
- Student is not obeying the school/classroom rules
- Students is told to stop talking more than once in class
- Student is distracting other students from learning
- Student is taking away from class time
- Student refuses to participate in classroom activities

Please return this form by Friday, September 13th, 2013 for your first homework grade:

I have read and understand the scope and sequence, required materials, grading, and course expectations as they have been outlined for U.S. History I by the course instructor, Mrs. Esposito. The preceding course description will be stored in the student's 3-ring binder so that it may be referred to at all times.

Student Name (Print)

Student Name (Signature)

(Date)

Parent/Guardian Name (Print)

Parent/Guardian Name (Signature)

(Date)

Parent/ Guardian Contact Phone Number:

(H) _____

(Cell) _____

Parent/Guardian Contact E-mail:

(Please Print)