



U.S. History I
CLASSROOM MANAGEMENT PLAN
Mr. Fusco 227
Butler Middle School
rfusco@lowell.k12.ma.us 978-937-8973 x 2227

Course Description	Aligned with the Massachusetts History and Social Science Frameworks, this course will examine the significance of major periods of our nation's history. Students will investigate the causes and consequences of the American Revolution; the basic framework of democracy; and the concepts and beliefs that shaped our government. Units of study will focus on America's westward expansion, the foundation of political parties, and the economic and social changes that led to the growth of sectional conflict during the Civil War period. My goal each year is to promote your interest in studying history. I encourage a very active learning approach, which focuses on posing challenging discussion questions in light of historical events. Your opinions can be as enlightening as those of historians. Through writing, debate, and discussions I will constantly encourage you to justify your views by seeking connections between events in history. Beginning with a study of Native civilizations in the Americas and wrapping up with the Civil War Era, we will build upon research and writing skills developed in the first year of your Social Studies curriculum. We will review thesis development and analysis needed for completing solid essay responses related to historical topics. Additionally, in-class time will focus on further evaluation of primary and secondary sources.				
Text(s) and Other Instructional Resource(s)	• <i>The American Journey</i> (stays in classroom) • 3-Ring Binder				
Grading Criteria	Quarterly grades are based on a point system depending upon the type of assessment. Listed below is a typical range of point values, but you will know in advance how much each assessment is worth. <table><tr><td>Exams, Quizzes, & Projects</td><td>10 - 100 points</td></tr><tr><td>Homework and in-class exercises</td><td>5 – 25 points</td></tr></table>	Exams, Quizzes, & Projects	10 - 100 points	Homework and in-class exercises	5 – 25 points
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Make-up Work	Following an absence, students will be responsible for making up missed work. The student must contact me to make arrangements for completing all assignments. All work missed due to absences will be placed in the absence bin.				
Extra Help	Students who require extra help should make arrangements with me.				

Course Expectations	You can expect that we will . . . • create a positive work environment in which you may express your opinions in an appropriate manner and are challenged to seek your own answers as you develop into life-long learners • listen and be flexible when it may be needed • be available for extra help before and after school; should you need extra help, simply notify me a day or two before so I am sure to be in my room • establish clear due dates and guidelines for all assignments • use a variety of instructional techniques and materials in an effort to reach all learners • be human, as I do make mistakes! I can expect that you will . . . • arrive to class on time and be prepared for the work at hand • complete your homework and writing assignments and bring them to class on time • see me when you are absent to obtain any missed work • be considerate of the rights and feelings of all class members • participate in class lessons (activities, discussions, etc.). • Lessons, which take place in class, cannot always be repeated effectively outside of class. Therefore, your attendance and participation will not only affect your understanding of material, but also your grades on homework, quizzes, notebook checks, and exams. • Feel comfortable in addressing any issues related to your understanding of the material. Although my expectations of you will be very high, I am not inflexible in all circumstances.
Behavioral Expectations	Students' behavior in the classroom must at all times be appropriate. Specifically, students will: • Report to class on time, obtain a valid pass if late. • Carry binder and writing utensil to class. • Sit in assigned seats and remove their hats and hoods • Refrain from bringing food or drinks into class! • Remain in seats until dismissed • Refrain from using electronic devices (including phones and i-pods) in class • Show sincere effort at all times.
RESPECT each other and all materials.	

I have read and understand the preceding management plan.

(Student's signature)

(Date)

(Parent's signature)

(Date)

CONTENT OUTLINE

Month	Content
September	Exploration & The 13 Colonies Overview of Native Civilization The Colonies
October	Road to Revolution French & Indian War Coming of the Revolution
November	The American Revolution Major Battles and Documents
December	<i>Formation and Framework of Democracy</i> - Articles of Confederation - Constitutional Convention - Constitution Federalists vs. Anti-Federalists
January	Launching a New Nation - Washington Heads the Government - Early Presidents War of 1812
February	The Age of Jackson - Indian Removal - Origins of Sectionalism Social Movements - Religious Reform - Abolitionism Women's Roles
March	Manifest Destiny Impact on Natives War with Mexico
April	A Dividing Union - Escalation of Violence - Birth of the Republican Party Secession
May	Civil War - Politics of War - North vs. South (differences) The Legacy of the War
June	Reconstruction and the Closing Frontier Three Phases The Reality of Reconstruction and Collapse

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