**Recent US History 1**

Fall Semester 2015

Wednesday, August 19, 2015

Dear students, parents/guardians:

Welcome to US History. This handout contains a basic syllabus and some fundamental information about the structure of this class. I believe every student has the potential to succeed in this class. I will do my best to present the information in a way that makes it accessible to all students, to create meaningful assignments, and to provide useful feedback in a timely manner. It is your responsibility as a high school student to be an active participant in your learning process, to meet the academic and behavioral expectations of this class, and to see me **outside of class** if you have questions, work to make-up due to absences or are in need of extra help. This is a reading intensive class. In order to be successful, a student must keep up with the assigned reading.

I encourage the involvement of parents/guardians and look forward to developing a strong partnership between us. Parents/guardians, please take a moment to review this handout with your student. Don’t hesitate to contact me if you have a comment, question, or concern. Email is the most efficient way to contact me. I promise, I read my emails every day and I will get back to you.

**Contact Information:**

Mary Peterburs

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**Course Description:**

Recent United States History 1 is a semester-long course which focuses on the foundations of American democracy and the evolution of democratic and constitutional principles from the colonial era through the early 20th century. A particular emphasis will be placed on the development and evolution of American republicanism and federalism through the examination of the constitutional conflicts that shaped the first 125 years of the United States.

**Objectives:**

By the end of this course students will be able to:

* Describe the foundations of American constitutionalism which developed in the British colonies
* Describe the causes and effects of the American Revolution
* Analyze the impacts of the Revolution on American politics, economy, and society
* Explain the factors and ideas leading to the reform of the American political system and the adoption of the Constitution
* Describe American territorial expansion prior to the Civil War, and the tensions caused by expansion
* Analyze the effects of the Civil War and Reconstruction on American politics, economy, and society
* Describe the changing character of the United States from 1865-1900
* Analyze the effects of progressivism on American political and social culture

**Units include:**

Colonial America

Revolution

Constitution and Early Federal Era

Antebellum America

Civil War

Gilded Age

**Supplies:**

Writing utensils—1 pencil, 1 blue pen or 1 black pen, 1 red pen (for correcting)

3-ring binder with lined paper—**ABSOLUTELY NO SPIRAL NOTEBOOKS**

Textbook

**\*\*\*Don’t ask to “borrow” supplies from me. Students are expected to come to class, with all necessary materials, prepared and ready to work. If you don’t have what you need, borrow from a classmate\*\*\***

Textbooks and novels are checked to each student individually. It is each student’s responsibility to care for his/her book(s). I expect them to be protected and well cared for. Please do not mark in them. They are expensive and many other students will need to use them before they are retired from service.

**Homework:** Homework usually consists of completing reading begun in class, revising writing assignments and studying for quizzes and tests. Students are expected to complete homework thoughtfully, thoroughly, and on time. **Homework is due at the beginning of the next class period**. After that, it is late.

**Writing Assignments:**

Your writing will be assessed on the 6 + 1 Trait Writing Analytical Model <http://educationnorthwest.org/resource/503>

1. Ideas
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

 + 1—Presentation

Students will use MLA formatting <https://owl.english.purdue.edu/owl/resource/747/01/>

**Quizzes and Tests:**

Most quizzes and tests will be announced and students will be given ample time to prepare for them. Students will have only one opportunity to demonstrate their knowledge on a quiz or test. There are no “do overs” allowed on quizzes and tests, so please study. I reserve the right to confiscate a quiz or test if I catch you talking or I suspect that you are cheating. A student may accept the grade of zero, or negotiate another time to re-take the test. This consideration is at my discretion, but if you feel you have been dealt with unfairly, we will seek the advice/assistance of Ms. Reagin.

**Grading:** I use a point-based grading system. Letter grades are calculated on the following % of points earned scale:

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

**Absences and Make-up Work:**

* It is each student’s responsibility to find out what he or she has missed during an absence
* I will post hand-outs on my website as they are distributed in class
* I will post formal lecture notes and power point presentations on my website, but if a student needs informal notes from a class they have missed, they should get them from a classmate
* For each day absent, a student has two days to make up missed work, unless another arrangement has been made with me
* Students have 5 school days to make up a missed quiz or test. Students must make an appointment with me to do this at lunch or after school
* Students who are planning to be out for a long period of time should process a pre-acknowledged absence form and talk to me before they leave about what they will miss and how best to make up the work
* If a student is absent the day a project or assignment is due, I expect the project or assignment to be turned in the day he/she returns even if class doesn’t meet that day

**Late submissions:**

Work is considered late if it is not turned into me during regular class time on the day it is due. Late work will lose a total of 10% for each day it is late. Please turn in work even if it is late. Any points are better than zero points.

**Class Passes:**

**Each and every time a student leaves the classroom for any reason, he/she must have a pass.** I will not stop what I am doing to write individual passes. If you need to be excused, please wait until I am done doing whatever I’m doing and politely request a pass. I don’t expect to write many passes. Passing periods are now 7 minutes long. That is adequate time to go to your locker and pick up what you need or visit the restroom.

**Classroom Behavior:**

* Come to class on time and prepared. Bring everything you will need with you.
* Dress appropriately.
* *Be polite*—Talking while someone else is talking is not polite and will not tolerated.
* *Be respectful*—rude language, put-downs, gossip and bullying will not be tolerated.
* **Cell phones** should be turned off and placed face down at the top of your table. I will let you know when it is appropriate to use them. Otherwise leave them alone.
* **Laptop and/or tablets** are only allowed if a student has a specific need to use them. Electronic devices must be used for legitimate class purposes. This is a privilege. It can be lost.
* No cheating or plagiarism. Violations of this rule will result in a zero for the assignment in question and appropriate disciplinary action.
* Unless I am finished lecturing and you have completed any work I have assigned, do not work on assignments from other classes in my class.
* Stay awake. If your head is down, I will assume you are sleeping. Sleeping in class may result in detention, an office referral, or other appropriate action.

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