

**United States History I**

**Course Syllabus**

**KEEFE TECHNICAL SCHOOL**

*Mr. Cummings - Room 201*

**Course Description**

This course is a required course for all freshmen and incorporates the Massachusetts framework core knowledge, skills and concepts. In U.S. History I, students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution including the writing and the key ideas of the U.S. Constitution. Students will also study the framework of American democracy and the basic concepts of American government such as federalism, separation of powers, checks and balances, popular sovereignty, and individual rights. Finally, students will examine America’s westward expansion, the establishment of political parties, economic and social change, the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of Civil War, including Reconstruction.

**Instructional Philosophy**

Students of United States History I learn of our nation's past in order to gain historical perspective to determine how past events have influenced our own times and have determined the options open to us as we seek solutions to problems. In this context, the study of United States History concentrates on understanding cause and effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the mere remembering of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history". By gaining familiarity with various schools of historical thought and examining their competing claims, students come to sophisticated understandings of what it has meant, means, and may in the future mean to be an American citizen. A variety of assessments are used to determine their progress in meeting state and district standards.

**Key Course Objectives**

The learner will:

* Analyze those elements in the American colonial experience that led to separation from England.
* Apply ideas of self-government as expressed in America's founding documents.
* Judge the effectiveness of the institutions of the new nation in completing its independence.
* Assess the contending forces of nationalism and sectionalism in the period of 1815-1850.
* Evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.
* Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.

**Course Assessment Plan**

**Term Grade Breakdown:**

**Assessments: 40%**

* Quizzes, tests, projects, papers, portfolio\*

**Assignments: 40%**

* Homework\*, class work

**Employability: 20%** (Weekly composite grade)

* Preparedness, punctuality, professionalism, behavior

\*Homework, assessments, and course documents can be found on my website at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\*The portfolio (**must be a 3-ring binder)** is worth one test grade and will be graded based on content, neatness, and organization.

\*NOTE: End-of-Term Tests will be administered at the close of each trimester (10% of your grade).\*

**Make up Work:**

* Work assigned prior to student’s absence will be due when the student returns.
* Work assigned during a student’s absence will be due upon a date agreed upon by the teacher and the student.
* Planned absences require the student to inform the teacher in advance and develop a plan for completing all work to be missed.
* Missed tests and quizzes will be made up after school on the day after the date of return unless otherwise coordinated with the teacher.

**Late Policy:**

* Graded assignments: Loss of 10 points if less than one week late; loss of 20 points if greater than one week late.
* If a student is in school of any part of the day on which the assignment is due, it must be turned in on that day or it will be considered late.
* Any exceptions to these policies is at the discretion of the teacher for exceptional situations.

**Class Expectations/ Class Management Plan**

As students in a Vocational Technical High School, you are training to enter college or the workforce very shortly as an educated adult worker. I intend to treat you as an adult and expect you to behave as an adult. The foundation of your success in the classroom and as an adult worker is based on **RESPECT**.

*Respect for yourself, your classmates, and your instructor.*

* Consider the classroom to be your place of work
* The things that are expected of a worker on the job are expected of you in class

**Class Management Philosophy**

* The Guiding Principle for proper student behavior is to do NO harm
* Rules are necessary to establish and keep an orderly and productive learning environment
* NO ONE has the right to disrupt the learning of others!
* EVERYONE has a RIGHT to learn without being distracted

**Expectations**

* Respect for yourself, your classmates, and your instructor!
* I expect all my students in class every day, prepared and ready to learn. If these expectations are lacking I will pursue the cause and remediation
* When a student indicates a need to have parents involved, they will be contacted

**Behavior Expectations**

* Be quiet when class starts
* Come to class prepared to work
* Be Ready to Learn
* Be polite with each other and with your teacher
* Impolite behavior is unacceptable!
* Treat everyone and their property respectfully

 **Classroom Rules**

* Respect for Others
* Be on Time or with a pass!
* Do NOT talk when teacher is talking
* Raise your hand to make a comment or ask a question
* Stay on Task
* Unless special direction is given with an assignment, no cell phones in class.
* No food or beverages in class

 **Consequences** **for Poor Choices**

 “For every choice/action there is a consequence”

* Loss of electronic device/cell phone for period or day
* Warning
* Detention Slip
* Parent Contact
* Administration Referral
* Poor Employability Grade

**Syllabus/ Class Management**

**Return Form**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period \_\_\_\_\_\_\_\_**

**I have read and understand the goals and expectations of this course. I agree to comply with the class expectations and classroom rules. I also agree to make a good-faith effort to achieve the goals.**

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRINT Guardian Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_