



Course Syllabus

Course Title: United States History

Semester: 1

Credits: .5 Credit

Instructor: Dr. Hepburn-Gray

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Course Description

United States History is a yearlong course that focuses on the various perspectives and accounts of US history, spanning from colonial America to the present. Aside from covering major events, students will explore them as historians through the analysis of primary and secondary sources. Students will rationalize how there are patterns in history and how events are connected through causality, leading up to this very moment.

Course Objectives

- Characterize and rationalize the major events surrounding American History. The causes of the events, the outcomes, and how those outcomes cause future events.
- Develop an analytical and critical eye when exploring primary and secondary resources, connecting them to historical events and explaining their importance.
- Develop insights on the past to become a well-informed local, national, and global citizen.
- Identify and understand how history best prepares us for the future on both micro and macro levels.

Texts and Study Materials

History Alive! *Pursuing American Ideals* (TCI)

A wide variety of primary sources such as newspapers, journal entries, photographs and other forms of media.

Course Requirements and Expectations

- Arrive on time to class daily; actively participate in class and complete all work thoroughly.
- We will have weekly themes/topics/goals. All work in a week will be aligned with the current topic.
- Complete all discussions, quizzes, tests, and writing assignments by Sunday of the current week.
- Keep an organized and complete notebook for the entire year.
- Use charts, maps, lectures, and reading notes kept in your notebooks to study for tests. Ask for help if your notebook is incomplete.
- If possible, form a study group for tests and use study aids such as flash cards to help you master the vocabulary you will encounter on specific assignments.
- Ask the teacher for help if needed – I am committed to supporting your efforts!
- Challenge yourself to work hard and maintain high standards.
- Take advantage of opportunities to redo work for mastery of the course content and skills of the course

Course Planner

Topic	Readings	Objectives	Time
European colonialism – American Revolution	Chapters 1-4	How and why did Europeans establish colonies in the Americas? What factors shaped life in colonial America? How was the American Revolution revolutionary? Life survival skills and reaction to change.	6 weeks
Early independence – Causes of the Civil War	Chapters 5-8	What are the key principles of the U.S. Constitution? Why did the U.S. expand and how did it conduct foreign policy in early years? Nationalism and sectionalism – how did the U.S. handle each? How did the U.S. react to various reform movements? Compromise and reaction to change	7 weeks
The Civil War - Reconstruction	Chapters 9-12	What were the causes and effects of Westward Expansion in the early 1800's? How did expansion lead to the Civil War? What were the causes, events, and effects of the Civil War? What consequences arose due to the struggle over Reconstruction? Compromise, respect for individuals	5 weeks
Exam Review			

Teaching Strategies

I have structured my class around four main activities: (1) discussion of key terms and concepts, (2) examination of case studies, (3) practice of key geographical skills, and (4) practice of written expression via free-response questions.

Attendance:

If you miss class, it is your responsibility to contact me during office hours and complete the week's work.

Respect:

This is a learning environment first and foremost, anyone disrupting that will be subject to disciplinary action. Everyone is to respect each other. We all have different beliefs, feelings, thoughts, concerns, anxieties, and the expectation is that we will all respect that. We all have bad days/weeks/years, approach people with kindness. If you are obstructing your peers' ability to learn and/or the teacher's ability to teach, disciplinary action will be taken. You have the right to a quality education. Nobody has the right to interfere with it. My goal is to make this an open space where we all feel comfortable with ourselves and each other.

Phones:

Students are not allowed to activate, use, or display electronic devices while at school. All electronic devices will be collected at the start of school and secured in a locked location. Should a student refuse to comply with this policy, consequences include: calling security to confiscate the electronic, parent contact, and/or a referral to administration.

You're here to learn, not sit and use your phone.

Other considerations:

- You're here to learn, make the most of it. I have these expectations, not because I like rules, but because we need them for your success in your academic pursuits. I have these expectations because I value your intellect and scholarship.
- I can only do so much, the rest is up to you.
- I'm here to help you learn topics and develop critical thinking and analytical skills, not do the work for you. I'm here to work with you, not over you. I'm here to teach you how to think, not what to think.
- Have your materials for every class. Make sure you have a dedicated Psychology notebook.
- Pay attention during class. This is the best time to learn about the week's topics/tasks
- Study for tests. This is the only way you can pass my class.
- Take notes in your notebook
- If you miss a test or an activity it is up to you to make it up.
- Be proactive. I can't read your mind(yet), if you have questions/concerns let me know.

Make-Up Work Policy

Students are required and expected to complete all assignments including those missed due to excused absences (See student handbook) Missed assignments must be completed in a timely manner. Students have 1 month from the date an assignment is assigned to turn it in and get credit.

Reassessment

Reassessment on assignments is permitted at the discretion of the instructor. If a student wishes to do revisions on an assignment to improve their grade, the student must complete a reassessment plan and turn in the reassessment NO LATER THAN ONE WEEK after feedback was received.

Grading Scale:

Proficiency-to-Points Conversion		Course Final-to-Letter Grade Conversion		
Proficiency Level	Points	Low	High	Grade
AD (advanced)	4 points	3.4	4.0	A
PR (proficient)	3 points	2.75	3.39	B
BA (basic)	2 points	2.15	2.74	C
MI (minimal)	1 point	1.6	2.14	D
O (no evidence)	0 points	0	1.59	U

Assignments:

In this class you will have both formative and summative assignments. These include homework assignments of textbook readings, vocabulary tests, standard based multiple choice tests, essays, and project based assessments.