U.S. History
Jared Acton
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Conference Period: 7th Period 2:30pm-3:25pm

Tutoring Opportunities:
Tuesdays 5th Period Lunch
Thursday 5th Period Lunch

Class Materials:
Required
Braided Folder
Pen/Pencil and eraser
Paper
Optional:
Highlighters

Access to Canvas and Office365 tools is available to students through our Single Sign-on Portal (SSO). Students receive their SSO login during enrollment.

Course Description: In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end- of course (EOC) U.S. History exam to meet part of the graduation requirements.

Course Goals:
Students who complete this course successfully will be able to:
Students will be able to understand Historical themes, figures, and events from 1877 to Present. Students will be able to understand the frame work of the United States Constitution and other founding
document as well as the system of government in the U.S. States. Students will be able to use critical thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

**Student Evaluation:**
The grading system for this course is as follows:
- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

**Assignments, exams, expectations outside of the classroom:**
We will have six district common assessments, six-week exams. We will also have Document Based Question projects as well as other project throughout the year. Mostly completed in class unless not finished.

**Attendance**
Attendance for Credit or Final Grade (Kindergarten through Grade 12) To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, who allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

**Late Work**
Late work is defined as any assignment not turned in on the assigned date unless the date is altered by the teacher at his/her discretion. On-level classes at the high school level and Pre-AP at the middle school level: An assignment may be turned in under the following guidelines:
- 1 school day late – maximum score is 85% of earned grade
- 2 school days late – maximum score is 70% of earned grade
- 3 school days late – maximum score of 60% of earned grade
No late work will be accepted after 3 school business days and a zero is recorded in the grade book.
**Make-up work**

- All students shall be allowed to makeup work when they are absent from class.
- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.
- Students returning to class following an absence are responsible for discussing with the teacher what is to be completed and date for such completion, along with securing necessary materials and notes.
- Make-up work, including tests, at teacher discretion may be an alternate version of the original work (including online) as long as it is at the same level of cognition and covers the identical learning target(s).
- Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher’s discretion, tests may be made up during the school day.
- Work, including tests, assigned prior to an absence may be due on the first return day. See the late work policy elsewhere in this document for make-up work not turned in when due dates have been set.
- This requirement does not nullify or replace any established campus procedures in place related to “no zero procedures.”

**Classroom Expectations:**

Be on time.
Be prepared.
Participate.

**Preliminary Schedule of Topics, Readings, and Assignments**

Foundations
Westward Expansion
Gilded Age
Progressive Era
Imperialism
World War I
Roaring Twenties
Great Depression/ New Deal
World War II
Cold War/Life in the Fifties
Civil Rights
The Sixties
70’S-90’S
New Millennium
**Academic Integrity:** Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.