Southside High School

US History and Constitution

Syllabus 2026 - 2027

Instructor Name(s): Eric Means
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Instructor(s)' Schedule:

	FALL Semester	SPRING Semester
1st Block	US History	US History
2nd Block	Planning	US History
3rd Block	IB History of Americas/IB US History	IB History of Americas/IB US History
Lunch-	3rd Lunch	3rd Lunch
4th Block	US History	Planning

COURSE DESCRIPTION

This course is aligned with the 2020 South Carolina Social Studies College and Career Ready Standards for United States History and the Constitution. Students will employ the skills of a historian to explore the foundation of the American Republic and the expansion and disunion of the United States. They will investigate the impact of American industrialism and capitalism, including being drawn into world wars, on American politics and geopolitics. Instruction will utilize the historical thinking skills identified and explained in the 2020 South Carolina Social Studies College and Career Ready Standards. These standards are aligned with the Profile of the South Carolina Graduate that focuses on world-class knowledge, world-class skills, and life and career characteristics. Students will acquire content knowledge through reading and analyzing primary and secondary sources, group discussions, and whole class instruction. They will apply historical thinking skills to the acquired knowledge, and then design and communicate their interpretation of the past. This process as a whole is known as inquiry. Rather than focusing on the memorization of facts with one correct answer, inquiry differs because students are evaluated on their ability to make a claim and support it with reliable evidence from research. This course concludes with an end-of-course exam, in which students will apply their understanding of the historical thinking skills to answer multiple choice test items.

Honors courses in Greenville County Schools align with the South Carolina Honors Framework. Key components of honors courses include:

- Alignment with South Carolina standards
- Alignment with Profile of the South Carolina graduate
- Learning and enrichment opportunities that extend beyond the standard coursework in Social Studies CP level courses
- An expectation of quality work the advanced learner is equipped to produce
- Instruction of material in greater complexity, novelty, and acceleration
- Diverse learning strategies such as:
    - Student-initiated research
    - Student engagement and collaboration
    - Project-based learning
    - Problem-solving and critical thinking
    - Creativity and innovation (eg. student portfolios and performance tasks)

LEARNING OBJECTIVES:

Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.

Standard 3: : Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.

Standard 4: : Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Standard 5: Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.

TEXTBOOKS/NOVELS TITLES:
HMH Social Studies: American History (Holt McDougal) 2018

COURSE OUTLINE

1st/3rd Quarter (1st Semester for IB US History)

Unit One: Colonies to Revolution
Major Assessment - Unit 1 Test
Unit Two: Articles of Confederation to War of 1812
Major Assessment - Unit 2 Test
Unit Three: Manifest Destiny and Sectionalism
Major Assessment - Unit 3 Test
Unit Four: Civil War and Reconstruction
Major Assessment - Unit 4 Test
Unit Five: Immigration and the Gilded Age
Major Assessment - Unit 5 Test

2nd/4th Quarter (2nd Semester for IB US History)

Unit 6: Industrial Revolution
Major Assessment - Unit 6 Test
Unit 7: Imperialism and WWI
Major Assessment - Unit 7 Test
Unit 8: The Roaring 20s and the Great Depression
Major Assessment - Unit 8 Test
Unit 9: WWII and The Holocaust
Major Assessment - Unit 9 Test
Unit 10: The Cold War and Modern Era
Major Assessment - Unit 10 Test

MATERIALS NEEDED FOR CLASS: We will operate our classes through Google Classroom. Each class period will consist of digital or paper activities where students will be expected to collaborate with classmates. Attendance will be taken at each class meeting and active participation is required. You are expected to come prepared for class every day with a **FULLY CHARGED CHROMEBOOK**. There are no Chromebooks that can be loaned by the teacher or library for a student who forgets to charge or bring their Chromebook to class.

CLASSROOM EXPECTATIONS:

ASSESSMENT & GRADING POLICY: Students are encouraged to conference with the instructor at a mutually agreed upon time so they can discuss their academic strengths and needs. Assessments will be formative (evaluating academic needs) and summative (evaluating academic progress).

Major assessments: 60%
Minor assessments: 40%

LATE WORK POLICY

Minor Grades	Major Grades	Tests	Mastery/Corrections
Accepted until the major/summative assessment at the end of the unit, and are subject to a penalty of 10 points.	Accepted within 5 school days of the due date, and subject to a 10 points deduction if not missed for an excused absence.	Made up for full credit with an excused absence within 5 days.	Accepted until the end of the quarter

RE-DO/RE-TAKE/REVISION PROCEDURES

Students may complete test corrections in order to earn half credit for any questions missed on a major test.