

Course Requirements and Procedures
Richland Northeast High School

Course: United States History and the Constitution

Teacher: Mr. Charles Serafine

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Office/Tutoring Hours Planning Periods are **4th block** every day. Tutoring will be offered after school by appointment.

Website: <https://sites.google.com/richland2.org/serafine/home>

COURSE DESCRIPTION: This course adheres to the South Carolina State Standards for Social Studies: U.S. History and the Constitution. In May, at the end of this full year, one credit course, the state requires all U.S. History students across the state to sit for an end-of-course examination, which must by law count as 20% of the final course grade. This course will begin with a study of the colonial period in the United States and progress through the founding of the nation and the subsequent events that have characterized this nation's history, including the American Revolution, The Constitutional Convention, The Civil War, The Great Depression, World War II, The Cold War, The War on Terror and others. Instruction will emphasize the elements of social studies literacy: the teacher will guide students in using the tools, strategies, and perspectives necessary for mastering this subject area.

OBJECTIVE: This course is designed to give students a close, detailed look at major and minor events that occurred in our nation's past. While being allowed to engage and interact with genuine artifacts and primary sources from American History, students will also cultivate skills for social studies through rigorous instruction and practice, including: reading analytically and for content; writing competently with purpose; research and citation; and the ability to accurately scrutinize an assortment of different resources for substance and relevance. Students will be expected to use higher-order thinking skills in a rigorous academic context and show the effort necessary to succeed in such an environment.

EQUIPMENT: Students must have with them in every class their **textbook** (hardcover or digital) as well as any additional supplemental materials (texts, notes) that may have been required. Once school opens, Students are required to bring their notebook (3-ring binder preferred), physical copy of their textbooks, and a writing utensil to *every* class, in addition to any assignment due on that day as well as all supplemental materials (workbooks, articles, etc.).

TEXTBOOK: *The Americans*. Holt McDougal 2014.

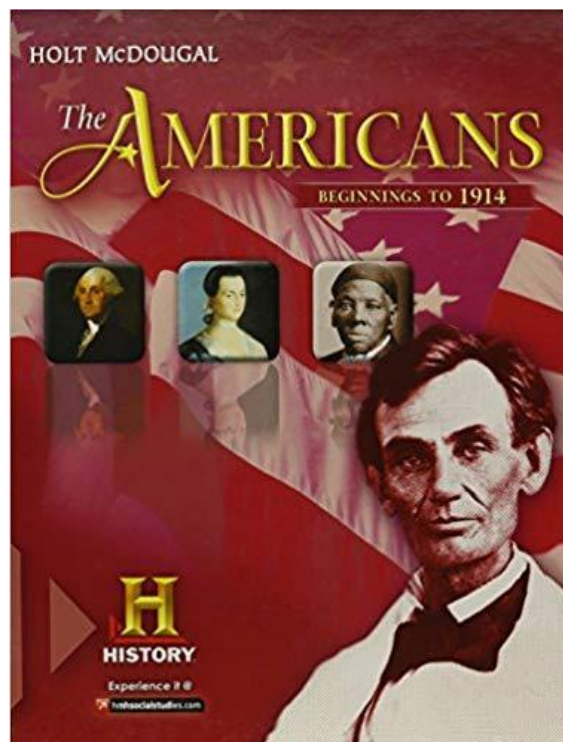
ONLINE TEXTBOOK ACCESS:

Go to <http://my.hrw.com> and follow the directions.

Username: RNECavalier

Password: USHistory

On a standard chromebook, you will usually have to "allow" "Flash" in the settings (click "Download Flash 10+").



COURSE DETAILS:

EXPECTATIONS: Students will be able to...

- ...enhance skills, including reading, writing, critical thinking, map reading, and historical understanding.
- ...draw meaning and understanding from primary and secondary source documents and use them to analyze and interpret historical events.
- ...increase knowledge of the key events in American History.
- ...develop awareness of the many different governments, characteristics, conflicts, and economic systems throughout history and their influence over the Constitution and the laws of the nation, as well as the United States' impact on the global community.
- ...be accountable for their opinions and ideas.
- ...pass the United States History and the Constitution End of Course Exam.

EXTRA HELP/TUTORING: If you require assistance on a particular assignment, are in need of extra credit, or would like to discuss themes and topics from history class, I can often make myself available after school until 4:00pm. In addition, I will hold regularly scheduled after-school prep in anticipation of each major unit test. Finally, I am available for phone calls, conferencing, and assistance most days during my **planning period**, which is during 4th block every day. (Regularly: 1:55pm-3:10pm, Wednesdays: 2:20pm-3:25pm)

NOTE: specific hours and schedules will be adjusted once we return to in-person instruction.

HOMEWORK ASSIGNMENTS: Generally, "homework" (or additional review and assessment that must be completed extracurricularly) must be submitted before the class on which it is due. Homework assignments will consist of mostly formative assessments and will vary; they may be from the textbook, a worksheet, based upon class work, or a long-term project. Homework will include reading, probably a lot of writing, studying, reviewing notes, and practicing skills taught in class. **SUPPLEMENTAL READING OR HOMEWORK ASSIGNMENTS WILL BE GIVEN DAILY.**

GRADING PROCEDURES:

All Richland Northeast High School classes will be graded on a total points system. In a course that is graded using total points, each assignment has a point value that is a predetermined part of a whole point value. The weight of the assignment on the final grade is therefore tied to the number of points available in the assignment.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

SUMMATIVE ASSESSMENTS (2-6 assessments per Quarter)

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard of benchmark, or it requires a strong depth of subject knowledge to satisfactorily complete. Summative assessments are often high stakes, which means that they have a high point value. In this course, summative assessments will total about 60% of the students' grades each quarter.

- Unit Tests: 100 points each
- Papers, Projects, Test Supplements: 50-100 points each

FORMATIVE ASSESSMENTS (15-25 assessments per Quarter)

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments are generally low stakes, which means that they have little point value. In this course, formative assessments will outnumber summative assessments greatly but will only amount to about 40% of the students' grades each quarter.

- Classwork (group work, reading response, etc.): 5-20 points each
- Homework (given nightly from the textbook): 5-20 points each

MIDTERM EXAM (20% first semester cumulative average)

END OF COURSE EXAM (20% of the final grade) – no exemptions for seniors

Grades on assignments will vary in point value. A small quiz will be worth quite a bit more than a homework assignment and half as much as a test. Therefore, it is essential that students keep track of what assignments are of greater importance over their grade.

MAKE UP, LATE WORK, AND RETAKES:

SCHOOL-WIDE LATE WORK POLICY

A student who has an excused absence, including one for participation in field studies or school events, can make up missed classwork and homework, but the student is responsible for making arrangements with the teacher within three days of returning to school. If a student is absent with an excuse on a day that a previously announced assignment is due, the assignment is considered due on the first day the student returns. If a student misses a test, arrangements must be made the first day the student returns to make up the test at a time convenient for the teacher. A student who has an unexcused absence can make up missed classwork and homework by the next class meeting to receive a **maximum of 60% of the total points assigned**. For example, a 20 points assignment that is late will receive a maximum of 12 out of 20 points to equal 60%.

Students who receive a suspension may not make up work if the suspension is due to an academic infraction. Students who receive a suspension for other infractions must arrange with their teachers to make up the work within the time allowed. Failure to do so will result in a zero for that work. Students recommended for expulsion, and awaiting a hearing, have the right to receive work from their teachers during the disciplinary process. Teachers will send work to the main office receptionist to be picked up by the parent or guardian.

SCHOOL-WIDE RE-TAKE/RE-DO POLICY*

At all times, it is the students' responsibility to initiate the retake/redo by completing the retake/redo request form and submitting it to the teacher.

Students will have the opportunity to retake/redo one assessment per quarter (summative assessment), per course.

- A grade of 70 or higher indicates mastery of a concept; therefore, students may only redo/retake one assessment for which mastery was not achieved.
- The highest score a student may earn on a ReTake/ReDo assessment is 70.

Steps to Retake/Redo an Assessment:

- Complete the [ReTake/ReDo Request Form](#). A parent signature is REQUIRED for the request to be honored. This MUST be done before attending tutoring or retesting.
- Attend a minimum of one tutoring session.
 - Tutoring is offered after school from 3:45 to 4:45 pm in the Media Center each Monday-Thursday.
 - Arrange a tutoring session with your classroom teacher.
- Within one week (5 school days) of the posted grade, retake the assessment/turn in the redo assignment on the designated day.
 - Retakes are given before school, after school, or during lunch.
 - Arrangements for before or after school drop off and pick up are the responsibility of the student and their parents.

Note: Alternate assignments may be required at the teacher's discretion as some scenarios are difficult to replicate. For example: computer lab assignments, science lab experiments, guest speakers, projects, formal essay, etc.

Example:

Student A scores a 50 on the Unit 1 test.

The student is provided the test score on September 14.

Student A completes the ReTake/ReDo Request Form and submits it to the teacher. Student A has until September 21 to complete the ReTake or to submit the ReDo assessment.

*There will be opportunities for students to make up tests during virtual learning, if necessary. Those details will be announced prior to the STANDARD 1 TEST.

DISTRICT POLICIES

ACADEMIC INTEGRITY: The Academic Integrity Policy of Richland District 2 will be followed in this course. Cheating includes, but is not limited to: copying another person's work, allowing someone to copy your work, using work without giving proper credit, copying and pasting without giving credit, using copyrighted images without giving credit, having notes, cheat sheets, writing on the body or clothes that provides an advantage on a test, copying a study partner's assignment, etc. Plagiarized or duplicate assignments will be awarded 0 points no matter what.

“On my honor, I have never given nor received unauthorized assistance on this assignment. I understand that any violation of the RSDII honor code will result in academic and disciplinary action.”

ATTENDANCE: Students are allowed 10 absences in any year-long course and five (5) absences in any semester course. These totals include all absences documented with excuses. Any student exceeding the allotted totals will receive a failure due to attendance. Please refer to the student handbook for information regarding excessive absence recovery.

Attendance will be taken daily in PowerSchool. Students must show their faces at the beginning and end of class. A [Daily Participation Assignment \(DPA\)](#) will be given in each class. Students who attend “live” sessions will not have to complete the DPA.

Note: Changes and corrections will be based on student's participation in the synchronous class lesson or student's submission of the DPA.

SCOPE AND SEQUENCE (Instructional Units):

FIRST QUARTER

1 – Students will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

2 – Students will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

SECOND QUARTER

3 – Students will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

4 – Students will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and early twentieth centuries.

THIRD QUARTER

5 – Students will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a power in the twentieth century.

6 – Students will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

FOURTH QUARTER

7 – Students will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

8 – Students will demonstrate an understanding of social, economic and political issues in contemporary America.

PARENTS,

**PLEASE COMPLETE THE INCLUDED
“ACKNOWLEDGEMENTS FORM”
BY CLICKING THIS LINK AND
FOLLOWING THE PROMPTS:**

<https://forms.gle/xoKCH8iGaeSSV9cy5>