



Castle Park High School
U.S. History Fundamentals
Mr. Garcia
Room 711
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Google Classroom/Microsoft Teams/Jupiter (circle one) Join Code:

Course Description

U.S. History	
Course Description	In this course, students will explore the history of the United States from the colonial period to the present day. We will examine key events, individuals, and themes that have shaped the nation's development. Through readings, discussions, and assignments, students will gain a deeper understanding of the political, social, economic, and cultural forces that have influenced American history.
Curriculum Emphasis	→ By the end of this course, students will be able to: → Analyze primary and secondary sources to interpret historical events and draw connections between past and present. → Identify and explain key historical events, individuals, and movements that have shaped U.S. history. → Evaluate different perspectives and interpretations of historical events. → Develop critical thinking and research skills through written assignments and class discussions. → Understand the impact of historical events on contemporary society.

Course Materials

Texts:

Class supplies and materials:

Grading Policy and Expectations

Scholarship Grading Policy

- A** 90-100%, *exceeds* expected outcomes
- B** 80-89%, *clearly* met expected outcomes
- C** 70-79%, *adequately* met expected outcomes
- D** 60-69%, *progressing* toward expected outcomes
- F** Below 60%, *fails* to meet expected outcomes

Scholarship Grading Criteria:

- Class Participation: 20% (Group discussions, raising questions, responding to others' questions, participation in discussions/groups , providing feedback)
- Quizzes and Tests: 20% (Unit tests, vocabulary quizzes, and quiz)
- Projects: 30% (Essay, research reports, and powerpoints)
- In Class Assignments: 20% (Worksheets, station work, google classroom assignments, EdPuzzles)
- Final Exam: 10% (District EOC)

Citizenship grades:

The following rubric will be used for citizenship grades:

A	B	C	D	F
On task at all times	On task most of the time	On task more of the time than off	Off task more often than not	Continually off task
Prepared for class all of the time	Prepared for class most of the time	Prepared for class more often than not	Unprepared for class	Always unprepared for class
Works well with peers and teacher all of the time	Works well with peers and teacher most of the time	Respectful of teacher and peers	Disrespectful at times	Disrespectful of peers and teacher more often than not
No negative behaviors	No negative behaviors	Very few disruptive behaviors	Frequent disruptive behaviors	Disrupts class regularly
Actively participates in class daily	Actively participates in class almost daily	Participates more than not	Little or no participation in class	No participation in class
Enhances the class by his or her presence	Sets a good behavior example in class	Responds when corrected	Questions authority	Continually questions authority
1 unexcused tardy or absence	2 unexcused tardies or absences	3 unexcused tardies or absences	4 unexcused tardies or absences	Any combination of unexcused tardies and truancies that totals 5 or more. (School policy)

It is important for you to understand that completion of **all** assignments and **everyday attendance** significantly impacts your grade.

Late Work Policy: Students are required to turn in a summary explaining why their assignment is late work along with the completed late assignment.

Students at Risk of Failing- When it becomes evident that you are in danger of failing the course due to incomplete/ missing assignments or absences, I shall call your parent/guardian or send the parent/guardian a written report. Additionally, it is expected that students behave appropriately and with respect at all times failure to do so will constitute a phone call home and possible parent, student, teacher conference.

Classroom Phone Policy

Overview

Phones are a **privilege** in our classroom and are to be used responsibly. The following guidelines outline when students are permitted to use their phones:

1. When Phones Must Be Put Away:

- During instruction or when the instructor is speaking.
- While students are engaged in activities or working on assignments.
- When the instructor specifically requests that phones be put away.

2. Permitted Use:

- Students will be given scheduled breaks throughout class time to use their phones.
- If a student maintains a grade of C or better, they may keep their phones during class and use them upon completing their work.
- Students who have a grade of D or F are expected to focus on completing makeup assignments to improve their grades. Once they have completed these assignments, they may use their phones during the allotted breaks.

3. Responsibility for Phones:

- The instructor is NOT responsible for lost phones. Students should take care to keep their phones secure at all times.

Consequences

Failure to adhere to this policy may result in the loss of phone privileges in the classroom.

Support Systems

Tutoring: Students who need assistance with any assignment are welcome to come to Room 711 during lunch or after school, as long as you give me reasonable notice of intent to attend.

Course Schedule

***Subject to change**

Week 1-2: Introduction to U.S. History

- Course introduction and overview
- Discussion on the importance of studying history
- Reading: Introduction to primary and secondary documents
- Assignment: Write a reflection on why studying U.S. history is relevant today

Week 3-4: Colonial America

- Key events and figures in early colonial history
- Assignment: Research and present on a specific colonial region

Week 5-6: American Revolution

- Causes and consequences of the American Revolution
- Assignment: Write a reflective essay on the significance of the Declaration of Independence

Week 5-6: Westward Expansion and Manifest Destiny

- Exploration and settlement of the American West
- Assignment: Create a timeline of key events in westward expansion

Week 7-8: Civil War and Reconstruction

- Causes and impact of the Civil War
- Assignment: Analyze primary sources from the Civil War era

Week 9-10: Industrialization and Gilded Age

- Rise of industry and the challenges of urbanization
- Assignment: Research and present (extra credit to present) on a prominent industrialist of the era

Week 11-13: Progressive Era

- Reform movements and social changes in the early 20th century
- Assignment: Write a reflection on the impact of progressive reforms on society

Week 14-16: World War I and Roaring Twenties

- U.S. involvement in World War I and the cultural changes of the 1920s
- Assignment: Analyze primary sources from the 1920s

Week 16-17

- Review for Finals

Week 18

- Finals

This syllabus is a contract among the teacher, student, and parent/guardian. Please make sure you have gone over it. If you have any questions, please feel free to call me or send me an e-mail.

WE have read and understood Mr. Garcia's classroom and course policies. WE will honor these policies to the best of OUR abilities.

Should any concerns arise, WE understand that WE may request for a parent-teacher conference to resolve the issue/problem.

Student Signature: _____

Parent/Guardian Signature: _____

Student Name (Print): _____

Parent/Guardian Name (Print): _____

Date: _____

Phone Number: _____

Date: _____