**UNITED STATES HISTORY**

**Mr. Smith**

**Course Syllabus 2025-2026**

**Course Description**

This course aims to investigate the United States, its people, institutions, and heritage.  The course emphasizes political, cultural, and social issues, as well as the role of the United States as a global leader and the challenges it faces today.  Since you are an American (or, at least, living here presently), you must understand what it means to BE an American.  We will do that by studying the United States.  The best way to study our nation is by learning its history.  We are the way we are because of our past.  Those who do not understand the past are doomed to repeat it.

**Textbook**

NATIONS CONCEIVED AT LIBERTY-CONSUMABLE BOOK

**Unit/Concept Names**

UNIT 1-CONNECTING THEMES

UNIT 2-COLONIALISM

UNIT 3-AMERICAN REVOLUTION AND CONSTITUTION

UNIT 4-EARLY REPUBLIC, EXPANSION, AND REFORM

UNIT 5-SECTIONALISM, CIVIL WAR, AND RECONSTRUCTION

UNIT 6-EXPANSION AND REFORM

UNIT 7-WW1 AND THE ROARING 20S

UNIT 8-GREAT DEPRESSION, NEW DEAL, AND WW2

UNIT 9- COLD WAR AND CIVIL RIGHTS

UNIT 10- MODERN DAY UNITED STATES

**Major Course Projects and Instructional Activities**

At least one project will be assigned each grading period. This project will extend or enrich the concepts discussed. Students will have 1 to 3 weeks to complete each project, depending on its complexity. Some tasks and/or projects will be completed in class (specifically, the unit culminating tasks—these MUST be completed in class only).

**Coursework/Classwork**

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, they are responsible for completing the missed assignment.

Students are expected to submit work on time. Doing so demonstrates pride in producing quality work and fulfilling one's student responsibilities. This work habit is a behavior that supports academic achievement and demonstrates characteristics outlined in our Richmond County School System's Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, they will not use Artificial Intelligence (AI) to generate the assignment. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student's work is considered Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day, up to a maximum of 25% reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make up any missed assignments and assessments resulting from school absences. Upon returning to class, students are responsible for asking teachers for the make-up work.

Make-up work should be completed by the student within the time specified by the teacher**. Students have 7 days after returning to school to complete missing work. The given and due dates will be noted in the comments section on Infinite Campus for the assessment.**

**Evaluation (Grading Policy)**

* Minor Grades (Quizzes, Class work, Graded Writing Assignments, Group Work, etc.)
* Major Grades (Unit & Chapter Test, Projects, Tasks)

**Relearn and Reassess the Plan**

Students can submit a relearning plan for parent and teacher approval for any major assessments. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a primary assessment can complete a relearning plan, unless they are exempted with parental approval.

Reassessments may be different from the original. The reassessment score will replace the original score (the scores will not be averaged). Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have the discretion to extend the timeline to address extenuating circumstances.

*See the teacher's class page for Relearn/Reassess*

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Be engaged during the lessons**
* **Be Safe by creating a safe space for everyone in the room to learn**
 |
| **Accountable** | * **Coming to class on time with the necessary materials**
* **Remaining in the assigned seat**
 |
| **Respectful** | * **Respectful of classmates and using our hands to answer questions**
* **Respectful to the teacher by PUTTING AWAY ALL PERSONAL TECHNOLOGY**
 |

**Course Materials**

\* 3-ring Binder \* Spiral Notebook

\* Pencils/Pens\* Loose Leaf Paper

**My contact information:**

Email: SmithJa3@boe.richmond.k12.ga.us

BAND APP:

**Resources:**

CANVAS

Thank you,

Mr. Smith

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**Please sign and return it to Mrs. Beasley. Your child will receive this syllabus back for reference. It is also posted online.**

Please initial the below statements:

\_\_\_\_\_\_I(we), the parent/guardian of the below student, have accessed online, read, and understand the contents of the syllabus for Mr. Smith’s History course.

\_\_\_\_\_\_ I(we) understand the expectations of the student in the classroom and outside the classroom.

\_\_\_\_\_\_\_I(we) am aware how to access the Week At a Glance (WAG).

\_\_\_\_\_\_\_ I(we) am aware of Rule 16 in the Student Code of Conduct about putting away all forms of personal technology in the classroom, including and not limited to cell phones, tablets, smart watches, headphones, etc.

\_\_\_\_\_\_\_ I(we) permit showing school-appropriate movies and/or excerpts of film that align with the Georgia Standards of Education to enhance the educational experience and understanding of a given historical event or topic.

**Student Contract:** I understand that all work should be completed on time. I am aware that my teacher may deduct five points per day and record this in my Infinite Campus grade book. I also understand that work submitted after learning has occurred may not be graded (within five school days from the due date). I know that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** My child is expected to complete assignments on time. I will

As noted in the Infinite Campus Parent Portal, remain in communication with my child’s teacher and monitor missing and late work. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop an action plan. I understand my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Tentative Timeline/Schedule of Classes

(Please make a note of all changes and revisions.)

Fall/Spring 2025-2026

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Readings | Key Focus Points |
| August 5th-8th  | Unit 1: Connecting Themes | SyllabusCode of Conduct | * Understand historical themes and apply them
* Understand how historians think and use sources to interpret the past and future
* Connect earlier events and eras to later developments in US History
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| August 11th-22nd | Unit 2: Colonialism | Chapter 1 | * Economic and religious motivations for colonization
* Development of the transatlantic slave trade
* Effects of European colonization on Native American populations
 |
| August 25th-September 12th | Unit 3: Revolution and Constitution | Chapters 2-3 | * Causes and consequences of the American Revolution
* Weaknesses of the Articles of Confederation
* Key principles in the Constitution
 |
| September 15th-26th | Unit 4: Early Republic, Expansion, and Reform | Chapters 4-5 | * Impact of the Louisiana Purchase and the War of 1812 on U.S. expansion
* Causes and effects of the Second Great Awakening and the rise of the reform movements
* Concept of Manifest Destiny and its role in westward expansion
 |
| September 29th-October 17th | Unit 5: Sectionalism, Civil War, and Reconstruction | Chapters 6-7 | * Economic, social, and political differences between the North and South that led to sectionalism
* Key events and figures of the Civil War
* Successes and failures of Reconstruction
 |
| October 20th-November 14th  | Unit 6: Expansion and Reform | Chapters 8-11 | * Effects of industrialization on the US economy and society
* Experiences of immigrants and the challenges they faced.
* Goals and achievements of the Progressive Movement, including antitrust legislation and labor reforms
 |
| November 17th-December 5th | Unit 7: WW1 and the Roaring 20s | Chapters 12-13 | * Causes of the US involvement in World War 1 and its impact on the home front.
* Social and cultural changes of the 1920s, including the Harlem Renaissance and Prohibition.
* Economic factors that led to the stock market crash of 1929.
 |
| January  | Unit 8: Great Depression, New Deal, and WW2 | Chapters 14-15 | * Causes and effects of the Great Depression on American society.
* New Deal programs and their effectiveness in addressing economic issues.
* Key events and outcomes of World War 2, including the use of the atomic bombs.
 |
| February | Unit 9: Cold War and Civil Rights | Chapters 16-17 | * Origins and significant events of the Cold War, including the Korean and Vietnam Wars.
* Major events and figures of the Civil Rights Movement, such as MLK Jr., and the Civil Rights Act of 1964.
* Impact of the Civil Rights Movement on American society and legislation.
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| March | Unit 10: Modern US | Chapters 18-19 | * Significant political and economic developments, including the Reagan Revolution and globalization.
* Impact of technological advancements and the information age on American life.
* US response to terrorism, including the events of September 11, 2001, and subsequent policies.
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| March-April | EOC Review |  |  |
| April-May | Film |  |  |