Course Description
US History and Geography dives into the themes and cultures developed in the founding of the United States. In this class, it will be our goal to track these themes over time to determine how they either persisted or changed as the United States culture became more of its own. The majority of our focus will be looking at events following the end of the Civil War through the end of the 20th century.

Goals for Student Learning (Enduring Understandings & Essential Questions)
In this class, we will explore three central questions and seven essential themes.¹

Questions:
1. What values were the United States founded upon and how have they been upheld or challenged in the past 250 years?
2. When is it acceptable for the United States to become involved in the affairs of other countries?

Themes
1. American and National Identity
2. Politics and Power
3. Work, Exchange, and Technology
4. Culture and Society
5. Migration and Settlement
6. Geography and the Environment
7. America in the World

¹ Thematic Structure of Curriculum. Worldhistoryforusall.ss.ucla.edu. Web. 08/31/2018
**Teacher Expectations & Class Procedures**

**Attendance**
It is expected as students that you attend every class and be on time. That said, I understand that you all have lives outside of the classroom and that things come up. If you know you will not be in class, please email me ahead of time so that I can plan around it. If an emergency occurs, just get back to me as quickly as possible so we can get you up to speed. While in the classroom, I expect students to stay with us unless they receive word from me that it is ok to leave.

**Class Participation & Discussion**
As this is a humanities class, lively classroom participation and discussion is expected from all students, and will be a significant part of their grades. If this task will be difficult for you please see me in person and we can work something else out!

**Cell Phones**
The Entire Social Studies Department has a zero phones policy in our classrooms. If you need to make a call, you must speak with me first and then do so outside of the classroom. We will have breaks where phone usage is acceptable, but otherwise they should be totally away.

**Safety Procedure & Expectations**
In the event of an emergency, follow classroom protocol for the specified situation.

**Food**
Food and drink will be allowed in the classroom so long as it is not causing a distraction for any other learners in the room. *Please be sure to clean up after yourself*

**My Classroom Expectations**
I generally ask my students to be three different things when they walk into my classroom:

**Be Responsible**
It is an expectation that you are coming to class every day prepared to learn and participate. This means that you are not only prepared with the materials that are required, but also that you have done the appropriate work to be a contributing member in our discussions. We are responsible for our own learning, and we take responsibility in the learning of others through our preparation.

**Be Respectful**
This class is centered around reading, writing, and discussion-based topics. It is part of human nature to have opinions and to express them well through these outlets. In order to enter into a conversation and reach levels of critical thinking, we must be able to recognize and respect the opinions of others. Respect is also a two-way street; it should be expected from everyone because it is given by everyone.

**Be Brave**
Classrooms are often described as “safe spaces.” Safe spaces are defined as “a place (as on a college campus) intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or
I argue that classrooms should be places of safety, but, more importantly, places of bravery. As such, we will be tackling difficult and controversial questions faced by Americans throughout history; we will be criticizing each other’s works, albeit in a constructive manner; and we will be wrestling with ideas that may pull us out of our own comfort zones. Through all of this, I ask you all to be brave; to speak out when you would rather shy away, to challenge ideas of others in respectful manners, and to dig deeper into content that makes you uncomfortable, because this is where the true learning occurs.

Academic Integrity & Honesty
Any test, paper, report or other classwork turned in under your name, should be your own original work. Anything you turn in should not be work that has previously been submitted in another class by you or by any other student in any other class.

If you use words, phrases or sentences from any other person, website, book, magazine or other source you must acknowledge that other source. Generally, if you are using exact phrases or sentences, you should place “quotation marks” around those phrases or words. Quotation marks should be used if you read the exact words on paper OR if someone spoke those exact words aloud. If you use the ideas from another source, even if you put those ideas in your own words by paraphrasing, you need to acknowledge that source.

If you are not sure about whether or not you need to give a credit to another source, then you should ask your teacher.

Further, if you assist or collaborate in any academic dishonesty including giving, selling, or loaning your work to someone who uses it to plagiarize, you are colluding. If you create or facilitate a shared file, dropbox, or database where students can access the work of others without proper attribution, regardless of your intent, you may be subject to consequences as outlined for this course and in the Student Rights & Responsibilities Guide.

Consequences for Cheating, Plagiarism, including collusion, can also result in Level 1 or 2 behavior consequences as outlined in the 2015-16 Student Rights & Responsibilities Guide:
http://www.a2schools.org/Page/7363

Possible Interventions in case of underperformance
If a student seems to be underperforming his or her potential, I will set up an individual conference with the student and parents/guardians as necessary to create a corrective plan. Community High School will also work to set students up with supports as necessary to ensure the successes of all students. If you feel as though you are falling behind or need any extra assistance in any case, please feel free to reach out at any time.

Grading Practices & Policies
Types of Assignments & Weighting
Attendance and Participation (20%)
Class Work (30%)
Homework (10%)
Summative Assessments (40%)

Late/Missing Work Policy
Late work will be accepted on all classwork and assessments.

Each time we have a class after an assignment is late, it will go down one letter grade (Ex: A grade that would have received an A on Tuesday will receive an A- on Thursday or a B+ on Friday).

Semester Grade Calculation
Q1 = 45%  Q2 = 45%  Exam = 10%

AAPS Common Grade Scale

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<tr>
<th>Letter Grade</th>
<th>Percentage (%)</th>
<th>4.0 GPA Scale</th>
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<tbody>
<tr>
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<td>B</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
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<td>C</td>
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<tr>
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<td>D-</td>
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Books & Other Materials Required (Supplied or Loaned by District)
A Peoples’ History of the United States by Howard Zinn

Self Help Resources
Teacher Availability
If you need to meet with me feel free to either send me an email, or talk with me in person and we can set up a time to meet. I do not have class during 2nd, 4th, or 5th block, so if your free period aligns with mine, this would be an acceptable time to meet as well.

Tutoring
Neutral Zone: M-F 3 to 5 pm at 310 E. Washington, Ann Arbor  Check website for dates

826 Michigan: M- Th 3:30 to 5:30pm at our Ann Arbor headquarters, 115 E Liberty St, Ann Arbor Check website for dates

M-Th 5:30 to 7:30pm at Beezy’s Cafe, 20 N Washington Street, Ypsilanti, Check website for dates

Ann Arbor Public Library: Check website for dates + Please use our CHS Library for resources on United States History