

# Student Performance Expectations United States History I

## Mr. Flug 2013-2014

### Overview

Welcome to US History I. This is a year-long course examining the American experience from the earliest migration through the end of the 19th Century, with emphasis on the forces and institutions which shaped our multi-faceted growth. Content is presented through chronological development, but is not a narrative recitation of past events. US I will consist not only of the historical aspects of our country, but also of how different cultures and societies are inter-related and how we can see many ideas of the past in our modern world. In this class we will use on all manners of learning including: note-taking, discussion, debate, group collaboration, and presentations, as well as many more. Your active participation is essential and expected. The goal of this course is for students to develop the ability to apply their insights into the past to deal with issues we all face presently and may face in the future.

### Course Objectives

After completing this course, the student will be able to:

- identify key social science concepts as they have affected and continue to affect the historic development of the United States both nationally and in global context.
- describe the role and contributions of various groups including but not limited to woman, ethnic, racial, and religious minorities.
- explain the origin, structure, and function of the legislative, executive, and judicial branches of government at the nationally, state, and local levels.
- assess how national ideals, national interests, and various agents have influenced the course of the United States' domestic and foreign policy from the founding of the Republic to the present.
- apply an understanding of the major economic systems, principles, and concepts on the changes, conflicts, and crises that have occurred throughout U.S. history and their effect on socioeconomic groups.
- explain the various roles the arts play in human expression, communication, and cultural identity in United States history.
- relate scientific and technological innovations to physical, social, and environmental changes in American life.
- apply the geographical themes of location, place, human environment interaction, movement, and region to the history of the United States.
- explain the role of New Jersey in the development of the United States.
- Major emphasis on geographical improvements ranging from states, bodies of water, mountain ranges, etc.
- Emphasis on research and writing skills.

### I. Course Responsibilities

**Each student will be personally responsible for the following things:**

- A binder or notebook with plenty of loose-leaf paper. It is your choice how you keep your notes and work organized, but you will stay organized.
- A covered textbook that will be brought to class everyday unless you are otherwise instructed. (Uncovered textbooks are unacceptable)
- Several pens or pencils for writing each day. ("I don't have anything to write with" is unacceptable.)

**Each student has the following responsibilities:**

- All work must be turned in at the beginning of the period it is due. Late work impacts your ability to learn and to participate in the class. **Late work will be accepted for half credit the next day on most homework! Projects lose 10% of their value everyday that they are late.**
- Make-up work is the responsibility of the student- not the teacher! If you miss a test or writing assignment because of absence, please follow the guidelines in the student handbook for time allotted to make up work. You must see me immediately on the day you return to school to discuss the missed

work. If you do not follow the school guidelines, the result will be a zero on the missed assignment or test.

## II. Grading Policy:--We are working on a Total Points System!

- Students' performance and effort will be evaluated through writing assignments, tests, speeches, projects, quizzes, homework, class preparation, and class participation.
- In deference to class participation, there will be moments when you will be held accountable for being an active and vocal member of this class. At moments, you will be graded for your involvement in the class. Your participation is mandatory; not optional.
- Evaluation for these assignments will be based upon a point system where a specific number of points are allotted for each task.
- Typically, tests will be worth 50-100 points and quizzes will be worth 10-25 points, unless otherwise stated. Projects and homework can range from 5 to 100 points, depending on the size and scope of the assignment.

## III. Behavior Expectations

- Academic honesty and integrity are demanded at all times!
- All students are expected to arrive on time. Lateness will not be tolerated. More than two (2) lates will result in a teacher detention. A teacher detention is one (1) hour, after school, with the teacher. In this hour, the student may not work on homework. All activities in this hour will be teacher directed.
- The bell is not a signal to come to class, but rather to tell students when we will start working. Be seated and ready to work when the bell rings. No questions asked and no excuses accepted!
- All students must have all materials needed for class on hand when the bell rings. This includes any books needed, any work due, all notebooks necessary, and all writing implements. Trips to student lockers will not be permitted.
- Students are expected to have a positive attitude and an open mind each day
- Students are expected to be respectful and considerate of others at all times. This includes peers, teachers, and guest speakers.
- All students are expected to contribute positively and honestly to class discussions and independent writing assignments.
- All students are expected to use only appropriate and acceptable language in the classroom and in their writing. Failure to do so will result in immediate disciplinary action.
- Students will not pack school bags until the bell rings. Class ends *when* the bell rings, not before.
- All students are encouraged to ask questions- when you're not sure or just curious. There is no such thing as a stupid question!

Welcome to US I. Together we will be taking a journey looking at the past, comparing it to the present, and trying to make a better and more productive future. By signing below, you are committing yourself to being a productive member of your history class and to doing all you can to ensure your personal success.

Student \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

Note to parents/guardians: If you have any questions about these expectations, please feel free to contact me by e-mail at [mflug@mtsd.k12.nj.us](mailto:mflug@mtsd.k12.nj.us).