



Course Title: The United States History and Geography: Growth and Conflict

Instructor: Mr. Johnson

Instructor Availability: To Be Determined (Available by phone up to 8pm daily)

Instructor Contact: email: sjohnson@gomperscharter.org

Office Location: Room 53

Course Description:

This course focuses on the development, understanding and appreciation of the political, economic, geographic and social development of the United States from early America to Industrialization. Students study the growth of American principles, the contributions of ethnic and cultural groups, the development of democratic traditions, the impact of transportation advances and the Industrial Revolution. Throughout the year, students will study the geographical, historical, economical, and political patterns of the U.S. through content-rich lessons, projects, and papers. Students will form historical interpretations by taking an investigative approach while analyzing evidence from written and visual primary and secondary sources. This course explores the geography of place, movement, and region, starting with the Atlantic Seaboard and then exploring American westward expansion and economic development, the Civil War and Reconstruction, and finally, Industrialization.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites: completion of 7th grade history

Course Materials: Highlighters, colored pencils/markers, pencils, pens (blue/black and red), glue stick, college-ruled notebook paper, access to the public library (to check out books), computer, access to internet,

Course Structure: Will this course will be lecture based interwoven with individual and group assignments/projects/papers, debates, a play and an interactive notebook. Students will have outside assignments that will be expected to be worked on at home.

Course of Study:

Early America (4 WEEKS)

Content Standards	Learning Objectives	Key Assignments/Exams
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development to the development of American constitutional democracy	<ol style="list-style-type: none">1. How was the Nation created?2. Why was there an American Revolution?3. How did the American Revolution develop the concept of natural rights?4. What were the legacies of the American Revolution?	<ol style="list-style-type: none">1. Internet Timeline2. Unit Exam

Building the Republic (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government	<ol style="list-style-type: none">1. What were the documents and ideas that influenced the Framers of the Constitution?2. How did America define and develop the principles fought over in the American Revolution into laws and be applied to the new nation?3. What was the process by which the Constitution was created?	<ol style="list-style-type: none">1. Unit Exam2. Informational Writing on a Biography from teacher provided list (public library access may be needed)



	4. What were the achievements of the Constitution?	
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Early Republic (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
8.3 Students understand the foundation of the American political system and the ways in which citizens participated in it	<ol style="list-style-type: none">1. How much power should the federal government have and what should it do?2. What was life like in the Early Republic?3. Was the Louisiana Purchase Constitutional?4. How did the government change during the Early Republic?	<ol style="list-style-type: none">1. Unit Exam2. Group Debate- subject to be assigned in class

Regional Development (15 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid 1800s and the challenges they faced, with emphasis on the Northeast</p> <p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid 1800s and the challenges they faced</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid 1800s and the challenges they faced</p> <p>8.9 Students analyze the early</p>	<ol style="list-style-type: none">1. How did the individual regions of the United States become both more similar and more different?2. What was family life like in each region?3. How did work change between 1800 and 1850?4. How did Americans help people in need?5. What did freedom mean and how did it change over time?6. Why do periods of reform arise at certain historical moments?7. What was the impact of slavery on American politics, regional	<ol style="list-style-type: none">1. Exam on Comparison Overview2. Exam on The North3. Exam on the West4. Play- <u>To be Determined</u>



and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence	<p>economies, family life, and culture?</p> <ol style="list-style-type: none"> 8. What were slaves live like? 9. How did slave families live in ways that similar to and different from non-slave families? 10. How did people work to end slavery and what opposition did they face? 11. What did the frontier mean to the nation in the first half of the nineteenth century? 12. How did Andrew Jackson change the country? 13. How did Manifest Destiny contribute to American expansion 14. What were the consequences of the Mexican American War? 	
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The Civil War (6 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War</p> <p>8.11 Students analyze the character and lasting consequences of Reconstruction</p>	<ol style="list-style-type: none"> 1. Why was there a Civil War? 2. How did the United States transform during the Civil War? 3. How was the Civil War conducted militarily, politically, economically. and culturally? 4. How was slavery abolished through the Civil War? 5. How did the key battles affect the course of the war? 6. How did the key battles reflect broader patterns or struggles in the war? 	<ol style="list-style-type: none"> 1. Unit Exam 2. Ready to Move On? 1-Quiz 3. Ready to Move On? 2- Quiz



	<ol style="list-style-type: none">7. How and why did the war become a war to end slavery?8. How did Reconstruction Redefine what it meant to be an American?9. How did the Civil War change America?	
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The Rise of Industrial America:1877-1914 (*6 weeks*)

Content Standards	Learning Objectives	Key Assignments/Exams
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution	<ol style="list-style-type: none">1. How did America's economy, industries, and population grow after the Civil War?2. How did the federal government affect the country's growth in the years following the Civil War?3. Who came to the United States at the end of the 19th and beginning of the 20th century?4. Why did they come?5. What was their experience like when they arrived?	<ol style="list-style-type: none">1. Unit Exam2. Living Museum

Course Specific Student Expectations:

What do you expect of your students?

- Be prepared for class (Pen, pencil, notebook, homework, etc...)
- Be respectful of your classmates, teacher, and GPA staff
- Have academic integrity
- Self-advocate, ask questions!
- Spread JOY!
- Take charge and responsibility for your education and your actions
 - Turn in assignments on time- if absent notify teacher via text, call, email, or front office message
 - Late assignments will receive a grade no higher than 50% unless otherwise approved by teacher with advanced notice



- Students will receive a late grade if absent on Major Key Assessment due dates like papers, debates, living museums, plays, etc... unless work is turned before or on due date (ex. student work is dropped off in office on due date, or the student submits assignment electronically)
- Students have one week to make-up Unit Exams if absent
- Students have the number of days he/she was absent to make up missed assignments before receiving a late grade except on Major Key Assessments
- No late assignments will be accepted after two weeks, student will receive a 0 for the assignment

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.



Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date: 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."



4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Final: October 31
- Parent Conferences: October 23rd - 27th
- End Date: October 30 th

Quarter 2:

- Q2 Final: January 31st
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Final: April 24th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Final: June 21
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

