

# Buford High School

## COURSE SYLLABUS

**COURSE TITLE.....Honors U.S. History**  
**TEACHER .....Mrs. Shoemaker**

**TERM .....Fall 2018**  
**ROOM #.....6305**

<b>Email Address</b>	callie.shoemaker@bufordcityschools.org
<b>Teacher Web Page</b>	
<b>Teacher Support</b> (Help sessions etc.)	Monday & Wednesday: 2:35-3:30 Tuesday & Thursday: 7:10-7:40 * Appointments can be made at other times *

### COURSE DESCRIPTION

The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century.

### COURSE CURRICULUM CONTENT

The Georgia Standards of Excellence for this course can be accessed online at [georgiastandards.org](http://georgiastandards.org).

GEORGIA STANDARDS OF EXCELLENCE	GEORGIA STANDARDS OF EXCELLENCE
<p><b>SSUSH1</b> Compare and contrast the development of English settlement and colonization during the 17th Century.</p> <p><b>SSUSH2</b> Describe the early English colonial society and investigate the development of its governance</p> <p><b>SSUSH3</b> Analyze the causes of the American Revolution.</p> <p><b>SSUSH4</b> Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</p> <p><b>SSUSH5</b> Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</p> <p><b>SSUSH6</b> Analyze the challenges faced by the first five presidents and how they responded.</p> <p><b>SSUSH7</b> Investigate political, economic, and social developments during the Age of Jackson.</p> <p><b>SSUSH8</b> Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.</p> <p><b>SSUSH9</b> Evaluate key events, issues, and individuals related to the Civil War</p> <p><b>SSUSH10</b> Identify legal, political, and social dimensions of Reconstruction.</p> <p><b>SSUSH11</b> Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p><b>SSUSH12</b> Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.</p> <p><b>SSUSH13</b> Evaluate efforts to reform American society and politics in the Progressive Era.</p> <p><b>SSUSH14</b> Explain America’s evolving relationship with the world at the turn of the twentieth century.</p>	<p><b>SSUSH15</b> Analyze the origins and impact of U.S. involvement in World War I.</p> <p><b>SSUSH16</b> Investigate how political, economic, and cultural developments after WW I led to a shared national identity.</p> <p><b>SSUSH17</b> Analyze the causes and consequences of the Great Depression.</p> <p><b>SSUSH18</b> Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.</p> <p><b>SSUSH19</b> Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</p> <p><b>SSUSH20</b> Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations</p> <p><b>SSUSH21</b> Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</p> <p><b>SSUSH22</b> Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.</p> <p><b>SSUSH23</b> Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations</p>

## INSTRUCTIONAL MATERIALS AND SUPPLIES

Published Materials	Instructional Supplies
American Textbook Company: High School Course 3	1) Pen and Pencil 2) 3 Ring Binder 3) Dividers 4) Notebook Paper

## EVALUATION AND GRADING

Assignments	Grade Weights	Grading Scale
Daily/Quizzes Unit Tests Benchmarks Performance Essay	20% 40% 30% 10%  <b>NOTE: Assignments may be turned in one day after the announced due date but are worth only 70% of the grade earned.</b>	A: 90 and above B: 80 – 89 C: 70 – 79 F: 69 or below  <b>(A student must have a grade of 70 or higher in order to receive the AP bonus of 10 points or the Honors bonus of 5 points at the end of the semester.)</b>

## OTHER INFORMATION

Expectations for Academic Success	Additional Requirements/Resources
1) Read daily 2) Ask questions 3) Participate constructively as a team member 4) Proofread written assignments and edit meaningfully 5) Review multiple sources of information 6) Challenge yourself to continuously improve	<ul style="list-style-type: none"> <li>• Use webpage for help</li> <li>• Use map practice links for study materials</li> <li>• Stay up with your grades with online access</li> </ul>

### Honor Code:

All BHS students will strictly adhere to the BHS Honor Code which is posted on the BHS website. For any violation of the BHS Honor Code, students will receive a 0 and be referred to the administration.

### Make-Up Work:

- All pre-assigned work will be due on the day of a student's return from an absence.
- For assignments which did not have a pre-assigned due date during the time of the student's absence, students will be given five days to arrange for make up work or follow other arrangements granted by the teacher.
- Assignments or tests that are not made up by the specified time receive a grade of zero (0).

**ALL POLICIES OUTLINED IN THE BCSS STUDENT CODE OF CONDUCT AND THE BHS STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM.**

**TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS**

1 <sup>st</sup>	Penalty assigned at teacher's discretion – Parent Contact
2 <sup>nd</sup>	30 minute faculty detention and parent contact
3 <sup>rd</sup>	1 hour faculty detention and parent contact
4 <sup>th</sup>	Administrative Referral

I have read and I understand the syllabus for this course.

Student's name: \_\_\_\_\_

Student's e-mail: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Parent's e-mail: \_\_\_\_\_

Parent's signature: \_\_\_\_\_