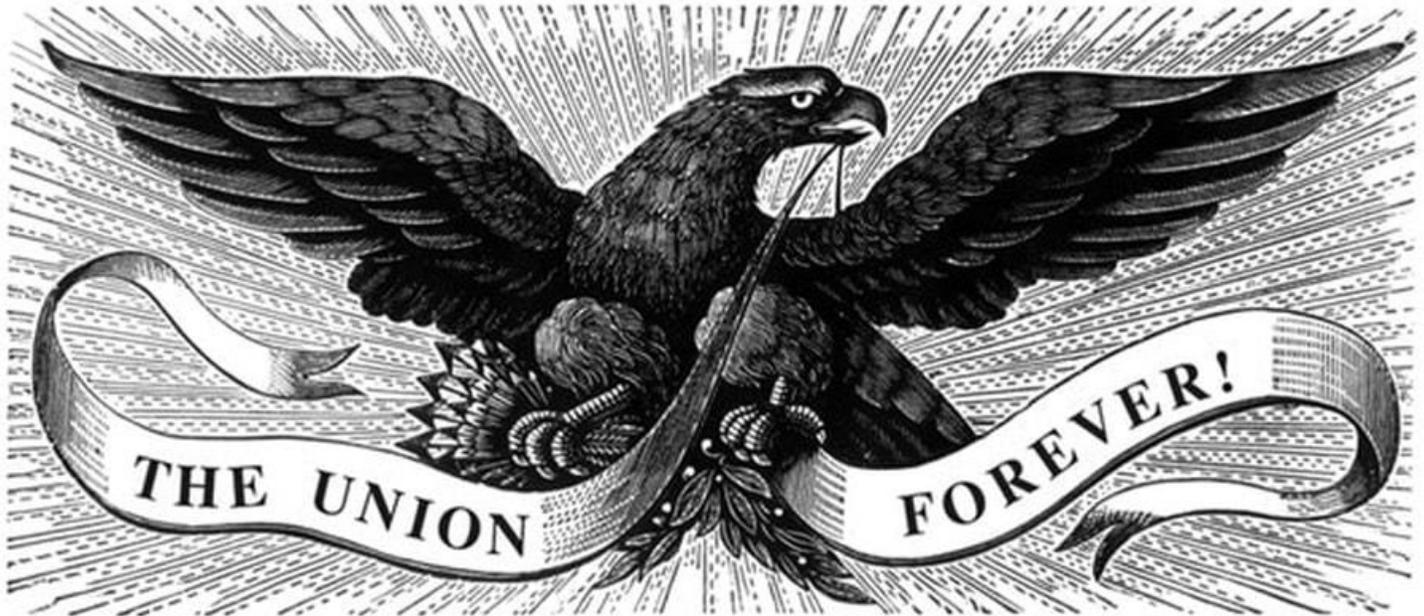


American History I:

Early America, c. 1492-1877



Contact Information and Communication Codes:

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Mr. Phillips in [Carcassonne](#), France, November 2019

Google Classroom:

- Join code: n7ccz7z
- Join invitation:
<https://classroom.google.com/c/MTk3MTc5MzYzMzAw?cjc=n7ccz7z>

Remind: text @4382cka to 81010

Google Voice: (919) 926-9596

Google Meet:

- 7:25-8:25 AM:
<https://meet.google.com/lookup/d4mnhnojh>

Course Overview:

HONORS AMERICAN HISTORY I: THE FOUNDING PRINCIPLES starts in 1492 CE with the European exploration of the New World and ends in 1877 CE by which time the United States had expanded to the Pacific Ocean and the area of the modern-day lower 48 states had been settled.

You will learn about:

- the origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras
- the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution
- the consequences of the Revolution, including the ratification of the U.S. Constitution
- the establishment of political parties, America's westward expansion, and the growth of sectional conflict
- how sectional conflict led to the Civil War and about the consequences of the Civil War, including Reconstruction

This course is divided into eight units:

c. 1492-1763: COLONIZATION studies the settlement of the North American continent by European powers, subjugation of Native Americans, and enslavement of African peoples.

c. 1763-1783: REVOLUTION explores the push for American self-government and independence from Great Britain.

c. 1783-1789: CONSTITUTION studies the creation of the new federal government.

c. 1789-1815: THE FEDERALIST PERIOD examines the new nation's early years from Washington's Administration through the War of 1812.

c. 1815-1849: EXPANSION AND REFORM explores the growth of American nationalism following the War of 1812; economic and industrial development; and expansion of political participation. It also surveys social and religious reform movements, westward expansion through the Mexican-American War, and the impact of American slavery.

c. 1850-1865: CIVIL WAR investigates the issues that led to secession crisis and conflict between the United States and the Confederate States during the American Civil War.

c. 1865-1877: RECONSTRUCTION examines the lasting effects of the Civil War and the struggles to rebuild the nation.

c. 1865-1890: THE WESTERN FRONTIER surveys conflicts between settlers, ranchers, miners, and Native Americans during the settling of the West.

Rules and Expectations

1. **Communicate with me!** In an online learning environment, you must be willing to share in order for us to build a good relationship. All I know about you is what you and your parents tell me.
2. In an online learning environment, **your voluntary participation is essential to success!** This means:
 - a. log into Google Classroom daily and follow the latest directions in the classroom stream
 - b. adhere to the semester schedule without falling behind or working ahead
 - c. read **everything** thoroughly for detail!
 - d. keep up with readings, research, and projects; study vocabulary; watch videos; and perform other asynchronous tasks on your own
 - e. participate in daily live instruction including joining online discussion threads and collaborating with classmates in small group work
 - f. submit work in the proper location; if asked to turn something into Google Classroom, don't send it through Remind or email. Don't make me hunt your work down.
3. **Polite, civil behavior** is expected! Practice good netiquette. This includes but is not limited to:
 - a. **Use respectful language** in voice and text conversations. Profanity, racist, sexist, homophobic, and other offensive or judgmental comments will not be tolerated.
 - b. **Please mute your microphone** when joining meetings, unless asked to do otherwise. You are not required to have your camera on, although I would appreciate it if you did. Our communication will be greatly improved if I can read your facial expressions!
 - c. This is a school setting. **Use formal academic English language** when writing, including proper capitalization, punctuation, and spelling to ensure your message is communicated effectively. Avoid online slang and acronyms when typing messages.
 - d. **Answer messages within 24 hours or less.** If it you will take longer to compose a reply, send a brief response to the sender to tell them that.
 - e. **DO NOT TYPE IN ALL CAPS!** This is the online equivalent of screaming.
 - f. **Remember the human** and don't hide behind a screen! If you would not make a potentially offensive comment to someone in person, don't share it digitally. The people reading your messages are real people with real feelings.
 - g. **Avoid toxic sarcasm.** Without the tone-of-voice or facial expressions that accompany it in person, sarcastic statements in text are easy to misinterpret.
 - h. Attempt to **find your own answers** before asking others.
 - i. Share, but **don't overshare.** All WCPSS rules regarding inappropriate content apply to remote learning.
 - j. **Respect others' privacy.** Don't forward sensitive emails or share private pictures or videos. Use BCC (blind carbon copy) on large group emails to hide recipients' addresses.
 - k. **Be mindful of posts you make public** and be inclusive. If you have a joke or comment for one or a few individuals, send a private message.
 - l. **Fact-check** before reposting! Before you share controversial information, verify it with Politfact, Snopes, FactCheck.org, OpenSecrets.org, or another fact-checking website.

Grading Policies

Grading scale:

A: 100-90%
B: 89-80%
C: 79-70%
D: 69-60%
F: 59-0%

Honors category percentages:

- Homework/Classwork - 35%
- Quiz - 25%
- Test/Project - 40%

Academic category percentages:

- Homework/Classwork - 40%
- Quiz - 30%
- Test/Project - 30%

Assignments

1. Assignments that are submitted on time and meet minimum completion requirements will receive no less than a 50%.
2. Assignment submissions are timestamped digitally. Late assignments received after a deadline will be accepted for a maximum of 70% of the grade they would have received if turned in on time for academic students and 60% of that grade for honors students.
3. Missing work will no longer be accepted after the day of a unit assessment for honors students. Missing work will be accepted up to one week prior to the end of the grading period for academic students.
4. All students will have the opportunity to recover grades through completing alternative assignments to demonstrate mastery, turning in missing work, and/or completing retests.
5. Students with a score of 69% or below on a test may retest one time for a maximum test score of 70%.
6. Extra credit will not be offered.

WCPSS Honor Code Policy

Honor Code Policy (4310) states: "Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

Prohibited Behaviors

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.
2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.
3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.