Course Overview: The new Massachusetts Curriculum Frameworks lists the following themes as the core of Massachusetts History classes: the evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity; the growth and impact of centralized state power, the influence of economic, political, religious, and cultural ideas as human societies have moved beyond regional, national, or geographic boundaries; the effects of geography on the history of civilizations and nations; the growth and spread of free markets and industrial economies; the development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment; the birth, growth, and decline of civilizations.

United States History I incorporates college preparatory (CP) and standard (S) level students in each class. The course covers the history of the United States from Colonization to the turn of the 20th Century. Special emphasis will be placed on the Founding Fathers. Students will make connections between the present day and historical events and trends. Students taking this course will be expected to increase their understanding of fundamental civic concepts, knowledge of geography, and skills in reading and analyzing primary sources, graphs and cartoons. In addition, students will acquire a broad knowledge of current events, specialized social studies vocabulary and economic concepts. All students will be required to write a formal research paper analyzing a single topic in United States History from 1600-1900.

Extensive reading of texts, primary source material and news sources is required. Students will also engage in simulations, plays, research, oral and written reports, as well as projects and class discussions. Active class participation is essential to success in this class.

Course Objectives
Students will:

- Demonstrate effective leadership skills: communicating (oral and written), critical thinking, creative problem solving, information processing, using a variety of perspectives.
- Contribute to class activities with the intensity, respect, and leadership expected of students at Tantasqua Regional Senior High School.
- Develop an understanding of the major themes of history and connect the interrelatedness of the major time periods of U.S. History.
- Recognize the role of human decision making, both large and small, in the direction of history.
Course Content:

- The Revolutionary Era
- Creating a New Government
- The Constitution of the United States
- America in Infancy
- From Nationalism to Sectionalism
- Expansion and Reform
- The Nation Divides
- The Civil War
- Reconstruction

Course Requirements:

- Homework assignments
- Notebooks
- Essays
- Reflection papers
- Projects
- Oral Presentations
- Tests
- Quizzes
- Class participation

Classroom Films:

The following is a list of films that may be shown this semester:

- The Crossing
- Liberty
- Mr. Smith Goes to Washington
- The Alamo
- Gettysburg
- Glory

Course Evaluation Criteria

- The grade for each quarter is determined by the total number of points that the student has achieved over the total number of points that were available to the student.

Course Expectations

- Class Preparation: Students are expected to bring their textbook, a notebook, and a pen/pencil with them to class each day.
- Homework will be given just about every night. Homework is given as an aid in understanding the concepts and ideas presented in class.
- Attendance Policy: As described in the Student Handbook
- Make-Up Work: Assignments handed in late, for reasons other than an excused absence, will never receive full credit.
- Extra-Help/Test Make-Up: Either before or after school. The student is responsible for making those arrangements. Tests should be made up within one calendar week of returning to school
FINAL GRADE:
- Quarter 1 Grade – 40%
- Quarter 2 Grade – 40%
  - Research Paper – significant part of 2nd qtr. grade
- Final Exam Grade – 20%

Classroom Behavior & Rules
Students are expected to maintain appropriate classroom behavior. Students are expected to follow their teacher’s directions and classroom policies. Class attendance is mandatory. Students are expected to attend each class on time on a daily basis. If a student must miss a class for a justified reason, he or she must first obtain the teachers permission. Students are expected to arrive to class in a timely manner. Tardiness to class is disruptive and detracts from other students' educational experience.

Classroom rules
1) NO Gum
2) NO Walkmans, headphones, MP3 players or any other type of musical device.
3) Hats must be taken off before the start of class.
4) NO cell phones – all cell phones MUST be turned off prior to the start of class.

Academic Integrity:

Cheating is defined as the act of using or attempting to use, in examinations or other academic work, material, information, or study aids that are not permitted by the teacher. Cheating is an unacceptable form of behavior. It casts a shadow of doubt on the credibility of one’s academic performance preceding the cheating incident, and may have a direct effect on how people perceive you for consideration of future awards, honors or letters of recommendation.

Examples of cheating include, but are not limited to:
1) Obtaining, providing or using unauthorized information/data during an examination, verbally, visually, electronically, or by notes, books, or other materials.
2) Acquiring, possessing, or providing to others, examinations or other course materials without authorization of the teacher.
3) Submitting for course credit the same work or substantial portions of the same work in two different classes without prior approval of the teachers.
4) Fabricating information without the permission of the teacher for any report or other academic exercise.
5) Using electronic devices to receive or distribute exam questions or answers

Plagiarism is defined as representing another person’s words, ideas, data, or work as one’s own without acknowledging the source. Whether the source is copyrighted or not, printed or recorded, or a paper used by another student; if it is used without recognizing the source, plagiarism exists. The guiding principle is that all work submitted must be properly credited to the original source(s) of the information. In written work, direct quotations, statements that are paraphrased, summarizations of the work of another and other information which is not considered common knowledge must be acknowledged.
and cited, usually in the form of a footnote/endnote. Quotation marks and the proper form of identification shall be used to indicate direct quotations. MLA Format is the proper acceptable citation format at Tantasqua Regional Senior High School. Plagiarism within a library or research paper may render it unacceptable with failure resulting.

Examples of plagiarism include, but are not limited to:
1) Using someone else’s ideas without citations.
2) Using portions of the work of another, either word-for-word or paraphrased, without proper citation.
3) Using the outline and bibliography of another person’s paper.
4) Misrepresenting an entire paper as your own work (e.g., using an entire paper from a previous semester, turning in another student’s work, copying a paper from a source text without proper acknowledgment, etc…)
5) Obtaining information from the Internet and using it without attribution or quotation.

Penalties: A student found in violation of academic integrity will lose credit for the assignment in question at the discretion of the teacher. In such cases, the teacher will contact the student’s parent or guardian and notify the assistant principal. A repeated offense will yield increased sanctions.

(Information for the above policy was obtain through the Tantasqua Student Handbook & Idaho State University Handbook)

Tantasqua Regional High School’s Mission Statement:
Pathways to Success

Academic Expectations

- Assume responsibility for academic achievement.
- Acquire, interpret, analyze, integrate, and apply information in a discerning manner.
- Demonstrate the ability to use technology appropriate to subject areas
- Exhibit the ability to read, write, and communicate

Last updated: 6/16/08
**Student/Parent Syllabus Acknowledgement & Permission Slip**

Your signature indicates that you understand the terms of these expectation sheets and know what is expected of you for the successful completion of this course. Please keep these sheets in your notebook and refer to them whenever you have any questions concerning the course.

Student Signature ____________________________ Date ________________

Your signature indicates that you have had the opportunity to read these expectation sheets and discussed the expectations with your son or daughter. I thank you for your cooperation, and please do not hesitate to call me at the high school (508) 347-9301 X3111 should you have any questions or concerns about your child’s progress or if you would like to make an appointment to see me.

Parent/Guardian Signature ____________________________ Date ________________
**American History Paper Project**

All students enrolled in U.S. History will be required to write a research paper discussing a single topic related to United States History. Each student’s assignment is to research a historical topic of interest and write a paper on that topic. The topic chosen is open to just about anything (no biographies) related to US History, from 1600 to the 1900. All topics are subject to approval by the instructor. As this is a thesis paper, students must set out to prove something. Paper specifics are as follows:

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<td>College:</td>
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<th>Standard:</th>
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<tr>
<td></td>
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**Breakdown of Project:**

**Due Dates:**

A. Topic Chosen:  

*February 2, 2009*

B. Thesis Statement and annotated Bibliography due (all levels):  

*February 11, 2009*

C. Outline (1 page)  

*February 25, 2009*

D. Note Cards:  

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*March 6, 2009*

D. Note Cards:  

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<tbody>
<tr>
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*March 6, 2009*

E. Revised Thesis Statement & Opening Paragraph  

*March 27, 2008*

F. Page 1  

*April 3, 2008*

G. Pages 1 & 2  

*April 17, 2008*

H. Final Paper:  

*May 11, 2008*

**Notes:**

- Encyclopedias or Textbooks may not be used as sources. Any online source must have an author, and be affiliated with a reputable organization, i.e. a college or university website.
- Bibliography must be in MLA Format.
• Late papers will not be accepted, period, end of story. It still must be handed in, and as this paper is 20% of your final grade, it would behoove you to hand it in on time.

Student/Parent Acknowledgement
Your signature indicates that you understand the terms of these expectation sheets and know what is expected of you for the successful completion of this course. Please keep these sheets in your notebook and refer to them whenever you have any questions concerning the course.

Student Signature _______________________________ Date ______________

Your signature indicates that you have had the opportunity to read these expectation sheets and discussed the expectations with your son or daughter. I thank you for your cooperation, and please do not hesitate to call me at the high school (508) 347-9301 should you have any questions or concerns about your child’s progress or if you would like to make an appointment to see me.

Parent/Guardian Signature _______________________________ Date ______________

Last updated 6/16/08
Possible topics for your paper

- An examination of a particular event in US History (Salem witch trials, The Boston Massacre, the Coal Strike of 1902, the Black Sox Scandal etc)
- An evaluation of a particular course of action taken by a person or group
- A movement (i.e. transcendentalists, Mormons, the Great Awakening the Progressives, etc.)
- A battle (you do have to prove something, however)
- A daily life kind of paper (daily life in the US at some period in history)
- An examination of a particular person’s effect on events.
- A history of an institution or organization, or activity (the development and growth of museums in the US)
- US History as reflected in the movies, or literature
- An art or music history paper
- An anthropological paper (a look at an Indian tribe or a group of Americans outside the mainstream)
- An economic history paper. (An economic look at an event, the rise of an industry,)