**United States History Syllabus**

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My Leon High blackboard webpage: <http://www.leonschools.net/Page/25596> Copy and paste the URL into your browser address space.

Office Hours: I am available to help you with this course work during my planning period, which I will post on the board. Whenever possible please make an appointment.

**I. Course Description**

**United States History (U.S. History) 9-12 Course -** The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Mathematics Benchmark Guidance -** Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts and graphs.

**Special Notes:** Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

* Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
* The Gathering and Interactions of Peoples, Cultures, and Ideas
* Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
* The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assests/documents/publications/frameworks/hsitoryframework.pdf>.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Literacy Standards in Social Studies**  
**Secondary social studies courses include reading standards for literacy in history/social studies 6-12, and writing standards for literacy in history/social studies, science, and technical subjects 6-12. This course also includes speaking and listening standards. For a complete list of standards required for this course click on the blue tile labeled course standards. You may also download the complete course including all required standards and notes sections using the export function located at the top of this page.**

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**II. The assessment of learning**

* **Reading — (25% of nine-weeks grade)**

Examples of this work will be lesson quizzes and chapter tests

* **Writing — (25% of each nine-weeks grade)**

Short essays and written answers to review questions

* **Speaking and listening --- (25% of each nine-weeks grade)** student discussions will be assessed through teacher observation. Listening will be assessed through all of these methods.
* **EOC— (25% of the nine-weeks grade)**

**III. Grades**

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

Rounding grades: I will not round grades either up or down. Your nine-week letter grade will be the grade recorded in Pinpoint with the last assignment entered.

**IV. Textbook**

I will check out hard textbooks only to those students who can provide a good reason such as poor access to a computer at home or to those students who need one to fulfill their IEP. Most students will easily be able to use our online textbook to meet the need for a textbook away from the school. There will be a hard-back textbook at each desk.

*United States History and Geography:* McGraw Hill, 2018, cost $81.69

Students may access the textbook online through Leon Schools Class Link website. I will give you instruction on how to use this valuable resource.

**V. Make-up work policy**

If you are physically able, I expect you to complete the work assignments posted on FOCUS during your absence and turn them in the day you return. If you are unable, due to illness or other restrictions, to keep up with your classwork while you are absent, and if you clear your absence with Attendance within three days after returning to school, I will allow you 5 school days from the day you return to make up your work.

Work that was assigned before your absence but due on the day of your absence must be turned in the day you return.

**VI. Classroom rules and consequences for violations** (school-wide rules are spelled out in your agenda book)

1. Make every effort to be in your desk when the second bell rings.
2. Listen to your teacher during instruction—do not talk to or listen to others.
3. Keep all purses and book bags off your desktop or your lap. Place them under or beside your desk.
4. Stay in your seat until the bell rings to end class except for retrieving necessary materials.
5. Do not enter the area behind my desk without permission.
6. Do not use perfumes or skin lotions in this classroom. Some students are allergic to these.
7. No grooming of hair or nails in the classroom. Some students are allergic to dandruff.
8. You may disagree with me, but you may not defy my direct instructions.
9. Respect other student's opinions. Do not use abusive or loud language.
10. You will not be allowed to leave the classroom for a drink of water except when sick. You may bring water, but it must be in a plastic container with a screw on lid capable of falling from a desktop without rupturing or losing its lid. Styrofoam, paper, or glass containers do not comply. Aluminum containers may be used if they are covered in a sound deadening material such as duct tape.
11. Do not bring food into the classroom without prior permission from me. Do not place food in the empty lockers outside the classroom. We already have problem with rats and bugs, we do not want to feed them.
12. Students cannot sleep in class. If you fall asleep in class, I will try to wake you once. If you fall asleep again you will be allowed to sleep but will receive a zero grade for any work assigned that day.
13. Protect school property—do not damage, deface (mark or draw on), discard gum on, or litter school property. This includes classroom desks and textbooks.
14. Do not touch other student’s property without their permission.
15. Remove head covers **before** entering the classroom.
16. Your cell phone must be set to DO NOT DISTURB for this class period and deposited on the white board tray as soon as you enter the classroom and remain there until the class closing bell or until I say, “door is open”. If I see or hear your phone any place other than the white board tray between the opening bell and the “door open” signal I will ask you for it. If you willingly hand it over, I will turn it in to Student Affairs where your parent can pick it up at any time. If your refuse to hand over your phone I will refer you to the office for violation of cell phone policy and defiance. You will automatically be assigned up to three days in OFI (in school suspension)
17. All listening devices (e.g., earphones, wired or wireless ear buds) must be removed from your person **before** entering the classroom and placed out of sight in your book bag or purse.
18. You must check FOCUS at least once a week to see your grades.
19. Students must keep academic integrity. Violations can include plagiarism, cheating, and unauthorized group work on any assignment, project, or test. If caught for any of these infractions, you will receive the following special penalties:

1. You will receive an F for the assignment.

2. I will lower your citizenship grade for the grading period.

3. I will report any occurrence of academic dishonesty to the guidance office. They may report these infractions on college admissions applications.

**Consequences for breaking classroom or school rules**

**1st offense:** Verbal warning and or contact parent/guardian.

**2nd offense:** Before school detention or other appropriate discipline. If you fail to show for before school detention, I will contact your parents and we will agree on the date of your detention. Failure to attend or complete this detention or any other discipline will become a third offense and may lead to an immediate referral to Student Affairs for defiance or neglect.

**3rd offense:** Referral to Student Affairs. Repeated referrals will cause your citizenship grade to be lowered as well.

(print first and last name)

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read and understand Mr. Tillman’s syllabus with class rules and the consequences for violations.

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_