



## ***Syllabus for U.S. History: Development of Democracy 2018-19***

Teacher: Mr. Christopher Hanson, Naples Middle High School  
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Website: <http://mrhansonshswildcatushistory.weebly.com/>

**I will be sending a Syllabus Acknowledgement Form that must be completed by students and parents and turned back into me by Tuesday, 4 September 2018. Worth valuable 5 Extra Credit points.**

**Email is the best method of contact and responses will be sent in a timely manner. KNOW MY WEBSITE AND SCHOOLGY, YOU WILL USE THESE RESOURCES FOR EVERYTHING IN MY CLASS!**

**IMPORTANT: Students will need to have online access at home.**

**Students will not be allowed to use their phones in my classroom unless directed by Mr. Hanson for History related activities. Food and gum are not allowed at any time. Students may bring water only.**

### **Class Schedule:**

**Period 1: Planning Period**  
**Period 2: Biology**  
**Period 3: Biology**  
**Period 4: Biology**

**Period 5: U.S. History 11**  
**Period 6: Planning Period**  
**Period 7: Biology**  
**Period 8: Seminar 10**

**Course description:** Welcome to U.S. History and the 2017-18 school year! I am thrilled that your son or daughter will be a part of my class. I am committed to making this an exciting, challenging and positive learning experience. This year will be filled with a multitude of lessons, activities and projects that will require students to explore and discover American history. This course offers a colorful and exciting section of social studies subjects. The program begins with the study of the Period of Colonialism to Present Day. By the end of the year, you will have a solid foundation for entering 12th grade U.S. Government and Politics.

**Course Objectives:** The primary objective is to prepare you to have skills for 11<sup>th</sup> grade U.S. History. I will focus on academic skills, writing, time management and interpersonal communication skills. Small and large group discussions are a part of classroom learning. All students are expected to participate in them. This course is writing intensive. You will regularly practice your writing skills. In-class research essays, participation, tests and projects make up a majority of your quarter grade. Our class in U.S. History moves very quickly and covers a lot of material. Therefore, it is important not only that students keep pace with the course, ask questions and seek additional help when needed. Mr. Hanson is willing to meet with students after school with requested appointments.

By the end of this year, you will:

- Understand periods of the colonial America and through present day, and what the economic, social, political environment was like for people in these periods.
- Demonstrate and strengthen your ability to write formal essays/research papers.
- Strengthen your note-taking skills.
- Compare/contrast/synthesize and analyze information.
- Exercise critical thinking and communication skills in formal and informal discussions.
- Learn critical research skills that you will need for college.

**The 10 Themes of History will be explored:**

**Social Interaction** (Human Behavior: Why do people do the things they do?)

**Ideas** (Why are new Ideas so Powerful?)

**Individuals** (What makes a single person great in the eyes of History?)

**Politics** (Governance: Why do people need to have rules, Who gets to be in "Charge"?)

**Economics** (How do we as humans distribute the limited resources available?)

**Religion** (How have different Belief systems shaped our lives for the better/worse?)

**Culture** (What are the common ideas, beliefs and patterns of life that we share? Is your way any better than another's?)

**Science & Technology** (How have new discoveries and inventions changed our lives for the better/worse?)

**Time** (How are our lives shaped by the "Time" we live in? Is our time any better/Worse than another?)

**Geography** (How is your life and culture shaped by the Physical World in which you live?)

**You need the following to have in class each day:**

Blue or Black ink pens and pencils.  
Colored pencils and markers  
Notebook for taking notes in class.  
Student Planner and ID

**What you should have for regular use in class:**

An online dictionary and/or thesaurus  
A copy of the online APA Handbook for Writers of Research Papers. You will be using APA Format for all your papers this year.

**Textbook:** United States History and Geography Chapters 1 through Chapter 32. Students are issued a textbook on the first day of school and will need to keep it home to complete their homework assignments.

**Course Outline for this year:**

Unit 1: Colonial America  
Unit 2: American Revolution and Constitutional Foundations  
Unit 3: Civil War (Expansion, Nationalism, Sectionalism)  
Unit 4: Reconstruction  
Unit 5: Progressive Era  
Unit 6: American Imperialism and World War I  
Unit 7: Prosperity and Depression (1920's and 1930's)  
Unit 8: World War II  
Unit 9: Cold War  
Unit 10: Domestic Change (Social, Political, Economic)  
Unit 11: Contemporary America

**DoDEA U.S. History 11 Standards – Click [here](#).**

**COURSE POLICIES:** Course policies are the rules and guidelines our class follows, in addition to those established by Naples High School (All Naples High School rules and expectations are enforced in Mr. Hanson’s classroom). These policies are consistently enforced throughout the school year and are reviewed at the beginning of each quarter. Each student is expected to know, understand and follow these policies. If you feel class or school policies need clarification speak with Mr. Hanson directly.

### **Guidelines for Success:**

- a. Guideline #1: Own your education.

Examples include: Be in your seat and working on the assigned task when the tardy bell rings. Bring all of your materials to class and take them with you when you leave.

- b. Guideline #2: Respect.

Examples include: Ask for points of clarification after I have finished giving my directions. Treat each person in this room with respect and dignity. This includes the property of each person and of the school. As a general rule, students will not be allowed to use their phones—for any reason—unless I have given them permission. If students are caught using their cell phone at an undesignated time, I will hold it until the end of class. Repeat offenders will have parents contacted and the phone turned into the office.

- c. Guideline #3: Safety.

Examples include: Listen to and follow directions the first time they are given.

**ATTENDANCE:** Prompt daily attendance is expected. All students must be seated in the classroom and prepared to learn when the bell rings. Each tardy is logged in, and if this becomes an issue, administration will call for you. Approved school activities do not count against attendance, provided the student attends the activities, follows procedures and is doing satisfactory work in class. Additionally, if a student is aware of up-coming absences, it is her/his responsibility to inform Mr. Hanson before the absences and arrange make-up or alternative work. A friend in class is helpful to collect materials and information if you are absent. Or you can go to Mr. Hanson’s U.S. History website to see your assignments and due dates.

### **EXPECTATIONS:**

All students are expected to:

1. Arrive to class on time.
2. Be prepared for learning with appropriate materials/supplies.
3. Be polite and respectful to others and the property of others.
4. Use appropriate language at all times.
5. Follow all directions, procedures, and school and district guidelines for conduct.
6. Always strive for his/her personal best.

**RESPECT:** All students will respect themselves, their community members and their learning environment.

**READINESS:** All students must attend class everyday and ready to actively participate in daily activities.

**RESPONSIBILITY:** All students must accept responsibility for themselves and their actions.

***Active participation and preparedness is expected at all times!***

No distracting items are allowed in the classroom (i.e. headwear, food, beverages, chains, purses, electronic devices, pictures, etc.). Appropriate language will be used in the classroom—no swearing or other offensive remarks will be allowed. You are responsible for your academic progress and communication with Mr. Hanson about problems or struggles is expected from you. Issues related to behavior will be dealt with immediately. Consequences include: #1 a verbal warning, #2 private teacher-student conference, #3 parent contact, #4 parent-teacher conference, #5 referral to detention, #6 and being referred to administration. Administrative intervention will be used as a last resort unless a situation arises wherein a student has violated the Student Code of Conduct per the school/district (see the Student Handbook).

**COMMUNICATION:**

You can always reach me at the e-mail address above. I also have access to your e-mail address and phone numbers through our registration program Aspen. Please insure that your e-mail and phone number is current in our system. Open communication between parents, teachers and students is essential for a successful academic year. **Parent initiated e-mails on a regular basis are strongly encouraged for accurate information on a child's progress.** I will communicate with parents via e-mail or phone call when necessary. Parent-teacher conferences are also available upon request.

**WEBSITE:**

I have therefore created a website for the students (and parents) to stay in touch and up to date on all the learning that will be taking place in the classroom. My entire lesson plan is listed daily on my website. Since implementing the use of a website I have experienced nothing but positive feedback. Please make it a routine to check this site and email me with suggestions, comments, or concerns.

Students are expected to check the website daily. On average two HW/CW assignments will be given weekly. These assignments will be made available via the class website.

I look forward to a spectacular year. Please do not hesitate to contact me through my e-mail address or website.

**SCHOOLGY:** In addition, students have a Schoology account where they can access and complete their homework assignments or other assignments. All documents and resources necessary to complete your assignments will be on Schoology. Click [here](#) for Schoology.

**CLASSROOM BEHAVIOR:** You are a member of a community of learners. For any community to thrive, certain concepts must be embraced. In our community, I expect the following general behavior of all students.

**CHEATING, COPYING AND PLAGIARISM: [CLICK HERE FOR THE NAPLES MIDDLE HIGH SCHOOL PLAGIARISM PLEDGE.](#)** Cheating, copying and plagiarism are serious acts of academic dishonesty that are not tolerated. All team teachers, parents of students involved and the principal will be informed of such behavior. Students who cheat receive a zero for the assignment or exam. Students involved in copying of work receive a zero for the assignment or exam, including any student allowing the copying to take place. Students who . Plagiarism is the use of another's ideas or expression without appropriate acknowledgement of the source. Examples of plagiarism include failure to give appropriate acknowledgement when repeating another's phrase, sentence or paragraph; failure to give appropriate acknowledgement when paraphrasing another's thesis or argument; failure to give appropriate acknowledgement when presenting another's line of thinking; or, turning in a paper for a current course that was written for another course. Plagiarism, like cheating and copying, results in serious consequences. If students or family members have questions about this, please talk to Mr. Hanson. All students are expected to achieve at the level of 60% or better in this class without factoring in extra credit. As a general rule, students should not expect extra credit. Opportunities for extra credit related to course content may arise throughout the year.

**"PLAGIARISM"** Teachers at Naples Middle High School frequently assign challenging activities that require independent thinking and competent writing skills. There may be a temptation to plagiarize which is unethical and illegal. Plagiarism is using another person's words or ideas without clearly acknowledging the source. Resources are available for teachers to check the authenticity of student work. Some examples of plagiarizing include but are not limited to the following:

- Quoting without attribution,
- Passing off ideas as your own even if reworded without attribution,
- Imitating a passage's structure or organization as your own,
- Borrowing unique organization from another source without attribution,
- Submitting someone else's words or ideas under your name,
- Copying someone else's work, including homework,
- Concealing the extent to which you've borrowed from a text or other source.

Consequences for plagiarism may include, but not be limited to the following:

- "0" on the paper/assignment which could significantly lower the quarter grade,
- Possible removal from the National Honor Society/National Junior Honor Society and/or AVID Program,
- Disciplinary referral to administration,
- Possible assignment to re-do the work, which would receive only partial credit.

**"A final note on plagiarism:** When you put your name on academic work and submit it, you are claiming ownership of the work. If through carelessness or design you've blurred the lines between what's yours and what you've taken from others, you are stealing intellectual property. Don't do it. Plagiarism is risky and counterproductive. It harms your intellectual and moral development. It leaves a permanent paper trail that

can have devastating consequences, even years down the line. And, most of all, it's wrong."

**Students should also be aware of "COLLUSION":**

What is collusion? "Collusion happens when more than one student contributes to a piece of work that is submitted as the work of an individual. Individual assessment work should be entirely the work of the student submitting that work. Working together with other students on a piece of work that will be submitted for individual assessment is not permitted and can result in an accusation of academic misconduct for all the students involved."

**HOMEWORK/Tests/Quizzes:** All homework assignments must be completed on the scheduled due date, unless you are sick or absent. If that is the case, please come and see me and I can give you additional time. All Homework Assignments, Tests, and Quizzes will be completed using the online website: <https://schoology.dodea.edu> Students are given usernames and passwords for this site. If you are absent, I will give you additional time to complete assignments. Please come and see me.

**LATE HOMEWORK POLICY:** Assignments that are 5 days late past the date the assignment was assigned will receive a zero and students will not receive credit for those assignments, unless they are absent. For an absence students will be given extended time for each day absent, a one for one (example: one day absent, one day extension). For Example, an assignment is given on 4 September and is due on 6 September. Students have until 9 September midnight to complete it.

**Use of Technology:** Students will use Google Documents for assignments involving any writing or presentations this year. Students will need internet access at home to access their Google Drives, Gradespeed accounts, and Schoology account.

**Student Support:** Students can request a seminar pass to see me anytime. I am also available after school on most days and also during lunch to help.

**Grading Rules:** Grades are calculated in Gradespeed on the basis of points only. Each assignment is worth a set number of points (tests and quizzes, projects and presentations, homework, classwork, and participation assignments). Some important assignments are weighted, and may be worth X2 or X3 weights in Gradespeed. Tests are always weighted. Students and parents are encouraged to check academic progress using our online "Gradespeed" program. **Mr. Hanson will grade assignments in a very timely manner (updating grades almost daily). Some lengthy assignments may take time as I look at each student response. Examples are: Short answer questions, essays, lab reports, projects, or presentations.**

**DoDEA Grading Scale**

90 and above	=	A
80	-	89 = B
70	-	79 = C
69	-	60 = D
59	-	0 = F



**-----Digitally Signed-----**

**Christopher J. Hanson, USAF Ret., Marine/Molecular Biologist**

**High School Biology Teacher**

**High School U.S. History Teacher**

**Model U.S. Senate Advisor**

**International Student Leadership Institute Advisor**

**Naples American Middle/High School Naples, Italy**

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**Biology Website: <http://mrhansonsbiology.weebly.com/>**

**U.S. History: <http://mrhansonsnhswildcatushistory.weebly.com/>**

**Schoology: <https://schoology.dodea.edu>**

***Education is the most powerful weapon which you can use to change the world – Nelson Mandela***

***People, not systems, implement an agenda for change ....at every level, a leader should strive to make his or her employees proud to be where they are, and doing what they do .... Part of a leader's responsibility is to insure that their employees know how their work fits into the bigger picture, how it makes a contribution, a difference. To lead reform successfully, a leader must empower subordinates. A successful leader, especially one leading change, treats each member of his team with respect and dignity. You can be the toughest, most demanding leader on the planet, and still treat people with respect and dignity. Robert Gates***