

EL-US History Syllabus



McGraw-Hill "The American Journey"
Ms. Flanery
Room #101G-B

Welcome! Your US History experience will expand your knowledge of the diverse history of the United States and of the people, cultures and populations; that started, created and continue the history of the United States.

Content Standards:

9-12.4.1 Explain how political and economic forces have affected the sovereignty of tribal nations (e.g., constitutional provisions; Supreme Court cases; laws used in forming the basis of the federal-tribal relationship; political and economic forces affecting sovereignty of tribal nations)

9-12.2.1 Analyze Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)

9-12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)

9-12.2.3 Trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson's Fourteen Points)

9-12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)

9-12.2.5 Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)

9-12.2.6 Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)

9-12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)

9-12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Cesar Chavez)

9-12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)

9-12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War)

9-12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g. Immigration, environment, poverty, terrorism, and discrimination)

Year at glance

- The US before colonization
- US colonies
- Revolutionary war

- Formation of the government
- Westward expansion growth of slavery
- Civil war
- Reconstruction
- 1920s
- 1930's
- WW1
- WW2
- Post War America
- Civil rights
- Modern America

School policies to be aware of:

Grade Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 59 & under

Grade Break down:

Semester 1 = 50 % Quarter 1 + 50% + Quarter 2 DBQ Mid Term

Semester 2 = 50 % Quarter 3 + 50 % + Quarter 4 Final Project

WFPS Academic Integrity Policy

"The students and staff of the West Fargo Public Schools value academic honesty and integrity. Academic dishonesty (cheating) is unacceptable because it threatens the ability of a student to learn the material, violates our core PACK behavior expectations in a variety of ways, including disrespecting other students and the teacher, as well as violating the expectation of conducting oneself with honesty and integrity. Furthermore, a key part of a teacher's job is to assess what a student knows, understands and is able to do. Cheating produces results on assessments that do not allow the teacher to accurately assess a student's knowledge and skill, and thus makes it even harder for the teacher to help their students succeed."

*For further information regarding cheating and WFPS policy see student hand book

Assigning homework:

- The weekly plan is always posted on Schoology
- The plan for the day is posted on the classroom screen
- Schoology- assigned schoology assignments will send reminder requests
- A final reminder and plan for the week is written on the board in the classroom by the book shelf

Turning in homework:

- Schoology – submit assignment button- make sure this step is taken! You will get a rocket sending off if you did it correctly
- Any paper copies can be turned into your classes slot in the turn in bin in the front of the room

How you get feedback, grades and assignments back:

The following will be handed back to you with feedback

- HOMEWORK ENTERED AND UPDATED REGULARLY

- DBQ- document based questions
- Quizziz- map work
- Assignments and projects
- Reading
- Group work
- Presentations

Late work and missing assignments:

- I will always take work up until the UNIT ENDS
- I will put 0's in as soon as I can if something is missing to wake you up, and alert you to a missing assignment

West Fargo Public Schools has adopted the following policy regarding attendance:

WFPS Attendance Policy

North Dakota law mandates compulsory attendance for learners ages seven through sixteen (NDCC 15.1-20-02.1). The District recognizes the critical importance of classroom attendance and requires learners to be present for at least 90% of the academic year. Attendance is monitored through a three-tier documentation system:

- Tier 1: Learner has missed 10% of school before the 45th school day.
- Tier 2: Learner has missed 10% of school before the 90th school day.
- Tier 3: Learner has missed 17.5 school days at any point during the academic year.

To comply with state law and enforce attendance expectations, the District has established the following attendance policy.

Excused absence

An absence is considered excused if it is supported by a verbal or written explanation from a parent/guardian, teacher, or school administrator. While an excused absence confirms that the learner is accounted for, the reason provided determines whether it will count against the learner's attendance record, with the building principal or their designee making the final determination.

Excused absences That Do Not Impact Attendance Records

The following excused absences will not count toward the total number of days absent:

- Participation in school-sponsored activities
- Medical appointments with a signed doctor's note or proof of appointment
- A school nurse's determination that the learner must be sent home (per district health guidelines)
- Suspensions
- Court appearances when subpoenaed

Excused Absences That Impact Attendance Records

The following excused absences will count toward determining a compulsory attendance violation:

- Appointments without a doctor's note or supporting documentation
- Family vacations or extended trips
- Being called out of school for reasons that do not align with district guidance as listed above.

Unexcused Absences

An absence is unexcused if it is not supported by the required verbal or written explanation. Unexcused absences count toward determining whether a compulsory attendance violation has occurred, with the building principal or their designee making the final determination. Learners with unexcused absences may face consequences as outlined in this policy.

Unexcused Absences That Impact Attendance Records

The following unexcused absences will count toward determining a compulsory attendance violation:

- Truancy (skipping school)
- Oversleeping
- Routine errands (e.g., grocery shopping, personal errands)
- Car trouble, maintenance, or repairs
- Haircuts, salon/spa appointments
- Senior pictures
- Any undeclared or unreported absence

Documentation Requirements:

If a learner reaches Tier 3, school administration may require documentation to verify an excused absence, including but not limited to:

1. Medical documentation from a licensed healthcare provider.
2. Court documents (summons or subpoena)
4. A request for absence submitted by a teacher, coach, or extracurricular advisor

Compulsory Attendance Violations: North Dakota law defines compulsory attendance violations (NDCC 15.1-20-02.1).

Suspected violations will be investigated by the school administration. If a violation is confirmed, the District will report it to law enforcement as required by law. Additional guidance regarding eligibility, participation requirements, and expectations for students involved in extracurricular activities, including athletics, clubs, and other school-sponsored programs, can be found in FFE-AP: Extracurricular Participation Requirements or the student handbook.

Absences & Appointments:

The District expects regular and punctual attendance. Excessive absenteeism negatively impacts a learner's education and progression through grade levels.

Appointments During the School Day

Learners may need to leave for appointments. To minimize learning disruptions, learners must return within a reasonable time, no more than one hour after the appointment ends.

- Medical notes must indicate the appointment time and allow for reasonable travel only.
- Failure to return promptly may result in a compulsory attendance violation.

WFPS High School Absence Protocol

To support strong attendance habits, West Fargo Public Schools will:

- Communicate the importance of attendance during back-to-school events and learner orientations.
- Include attendance expectations and procedures in the learner handbook.
- Share attendance information and resources through school newsletters and other parent communications.
- Provide daily notifications when a learner's absence is recorded as unverified.
- Utilize additional attendance monitoring and communication tools available through Infinite Campus and other district systems.
- Encourage early collaboration between families and school staff when attendance concerns emerge.

COUNTING OF ABSENCES:

For purpose of this protocol, attendance thresholds are calculated separately for each block class during the semester. Full-and partial-block absences and tardies will be recorded and counted in accordance with district attendance procedures. When a learner changes sections, schedules, or WFPS high school during the semester, absences will be carried forward when the new course is the same or substantially equivalent. Before applying a Loss of Credit consequence, administration will review the attendance record for coding accuracy. (This may need to match absence protocols better to ensure there isn't a conflicting rule with tardies, partial class absence, etc – revise as necessary)

ATTENDANCE INTERVENTIONS:

This high school class attendance protocol operates in conjunction with Policy FFB-AP and FFB-AR, and the district's Student Attendance Review Board (SARB) process. Class-period interventions under this protocol do not replace required attendance documentation, individualized supports, agency collaboration, or compulsory attendance procedures.

After 4 absences (excused or unexcused) in at least one block class during a semester:

- The parent/guardian of the learner receives a written notification via email of the importance of attendance and West Fargo Public Schools' attendance policy and protocol.
- Attendance is monitored for improvement.
- This communication is documented via a Contact Log in Infinite Campus.

After 6 (excused or unexcused) in at least one block class during a semester:

- The administrator or designee will ensure direct contact with the learner and parent/guardian via a phone call. The contact may include or be led by the learner's teacher, counselor, social worker, case manager, EL educator, or other appropriate staff. The phone call should address barriers preventing attendance and possible supports.
- This communication is documented via a Contact Log in Infinite Campus.

After 8 absences (excused or unexcused) in at least one block class during a semester:

- Attendance Contract template is personalized by an administrative assistant. This includes a written warning that additional absences may result in loss of credit.
- Attendance Contract is issued by an administrator with an in-person learner meeting.
- Administrator contacts the parent/guardian through a phone call and/or meeting.
- Appropriate school supports and interventions are reviewed with the learner and family.

After 10 absences (excused or unexcused) in at least one block class during a semester:

- Upon administrative review and directive, learners may no longer receive credit for assignments, assessments, or learning activities assigned, completed, or due on days of absence, per the student handbook.
- Administrator reviews attendance history and intervention efforts with the learner and parent/guardian.

After 12 absences (excused or unexcused) in at least one block class during a semester:

- The administrator will conduct and document a formal review consistent with FFB-AP. This review will include the learner's attendance record and coding accuracy, interventions provided, documented circumstances, applicable educational plans, education impact, opportunities for attendance improvement and available credit-recovery options.
- Following the review, course credit may be denied unless an exception is approved for verified medical circumstances or other administrator-approved special circumstances.
- The administrator will review the determination and available options with the learner and parent/guardian and provide written notice of any proposed Loss of Credit.
- If Loss of Credit is assigned, the administrator will determine whether the learner should remain in the course, receive an alternative placement, or enroll in an approved credit-recovery option, such as Edgenuity.
- The learner and parent/guardian may request administrative review of a proposed Loss of Credit in accordance with the appeal process described within this protocol.

Cellphone Policy: In accordance with the ND State Law

- Learner cell phones, smart watches, and all other personal devices that can send and receive messages are OUT-OF-SIGHT and OUT-OF-USE from 8:25a until 3:35p.
- Devices CANNOT be kept on your person (in a pocket, etc.). They must, at a bare minimum, be kept in a CLOSED backpack pocket. Devices can also be left in your car, at home, etc.
- Devices CANNOT be utilized or checked during passing times, lunch time, or Open Campus if you chose to remain on campus.
- If you choose to leave the classroom to visit the nurse, go to the bathroom, etc., your backpack (with your phone inside) STAYS IN THE CLASSROOM.

Consequences are as follows (and aligned across all WFPS high schools):

- *First Offense:* The device is brought to the Main Office, picked up by the student at the end of the student's day
- *Second Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student's day

- *Third Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student's day, behavior plan assigned to the student
- *Fourth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student's day, 1 day ISS
- *Fifth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student's day, 1 day OSS
- *Sixth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience not to be returned to the student until the end of the student's day, transition to Virtual Program for the at least the remainder of the semester