



Chandler Unified School District

SOC300A American/Arizona History

SY 2023-24



Course Overview

Course Description

This course uses inquiry to explore a variety of peoples, events, and movements in United States history with a focus on the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. Special attention will be paid to how Arizona and its diverse cultures and individuals contribute to United States history.

AP/IB/Dual Enrollment

This not an AP, IB, or Dual Enrollment course.

Prerequisite/Fee(s)

None

Course Materials

Folder or binder for this class ONLY

Notebook for this class ONLY

Pencils

Highlighter

Glue Stick

Scissors

Colored Pencils and/or markers

Adopted Resource(s)

United States: History & Geography (McGraw-Hill Education)

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

Building principal:

Jayson Phillips

phillips.jayson@cusd80.com

Teacher:

Ms. Evelyn Anderson M.Ed.

anderson.evelyn@cusd80.com

Office hours: Monday/Wednesday after school or by appointment

Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours

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- [Ed Tech](#) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

Students will adhere to the following: be ready everyday with required materials, be seated when the last bell rings, be respectful to our classroom, no talking when the teacher or peer is talking/presenting information, students will drop off cell phones into phone cozy prior to the bell ringing. In addition to the previous student/classroom responsibilities, please review the following:

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are the standard progression for discipline

- + a warning
- + a warning with a phone call
- + a Parent-teacher conference
- + a referral

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this progress to rectify students being late to class.

- + a warning on their first and second offense.
- + the teacher will email / call home.
- + Notify Attendance Interventionist and email / call home.
- + On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

Food and Drink:

There is no food or drink allowed in the classroom except water.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

Late work

Late work will be accepted without penalty during the unit we're currently working on. After the end of the unit test, late work will be accepted with a 50% penalty. Example: during unit 1 you can turn in your unit work at anytime without penalty, but after unit 1 is over, unit 1 assignments will be docked 50%

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

Quarter grades

60% Assessments/Projects (summative and formative assessments: tests, quizzes, formal writing, projects, and presentations)

40% Classwork (short response writing, classroom activities, warm-ups, timelines, and notes)

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Units for SOC300A American/Arizona History

Revolution and New Nation

Nation Building and Sectionalism

Civil War and Reconstruction

Emergence of Modern America

Roaring 20's and the Great Depression

WWII and the United States

Post-War United States

Contemporary United States

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Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Revolution and New Nation	<input type="checkbox"/>	<input type="checkbox"/>
Nation Building and Sectionalism	<input type="checkbox"/>	<input type="checkbox"/>
Civil War and Reconstruction	<input type="checkbox"/>	<input type="checkbox"/>
Emergence of Modern America	<input type="checkbox"/>	<input type="checkbox"/>
Roaring 20's and the Great Depression	<input type="checkbox"/>	<input type="checkbox"/>
WWII and the United States	<input type="checkbox"/>	<input type="checkbox"/>
Post-War United States	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary United States	<input type="checkbox"/>	<input type="checkbox"/>

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- ☐ As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- ☐ As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.