



Tempe High School - Social Studies Department

SST 200 - US / Arizona History

2024 - 2025



Course Information

Instructor Info:

Instructor: *Mr. Dylan Wince*

Email: dwince@tempeunion.org

Office Hours: *Days/Hours available as needed*

Room Number: K-108

Course Description

This course is designed as a comprehensive study of United States history. Students will use inquiry to explore a variety of peoples, events, and movements in United States history. Students will analyze the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. To allow for depth of content and connection to current issues and events, the course will begin with the American Revolution and end with the contemporary United States. Special attention should be paid to how Arizona and its diverse cultures and individuals have contributed to United States history.

Course Scope & Sequence/Schedule

Below you will find a breakdown of the material that we will cover during the course. This sequence is an approximation, and might be susceptible to change. The official Course Scope and Sequence can be accessed [using this link](#).

Course Grading Information

Tempe High School	American History
<p>The Overall Semester Grade is the weighted average of each separate quarter, each at 40%, in addition to a final exam weighted at 20% (Q1 = 40%, Q2 = 40%, Final = 20%)</p> <p>Grading Scale:</p> <ul style="list-style-type: none"> ● A 90% - 100% ● B 80% - 89% ● C 70% - 79% ● D 60% - 69% ● F 0% - 59% 	<p>The assignment weighting in this course will consist of:</p> <ul style="list-style-type: none"> ● Classwork - 30% <ul style="list-style-type: none"> ○ Work/Assignments Completed Mostly IN-Class ● Homework - 30% <ul style="list-style-type: none"> ○ Work/Assignments Completed Mostly Outside of Class ● Participation/Attendance - 10% <ul style="list-style-type: none"> ○ Being in-class on-time, reading to learn; actively participating in the lessons/activities ● Assessments - 30% <ul style="list-style-type: none"> ○ Quizzes, Exams, and/or Projects

Course Expectations

Equity and Inclusion Statement

This classroom is a space that welcomes all identity on continuums of; ethnicity, socio-economic class, immigration status, medical status, religion, mental health, gender, and sexual orientation.

US/AZ History Assessment

This year, you are working toward the goal of learning for two purposes:

- 1.) You will be a more educated and aware citizen of the community;
- 2.) You will be using your learning to create projects, complete assignments, and pass tests that demonstrate what you have learned to earn a grade and to explain how history is directly connected to you.

US/AZ History Class Notes, Reading, Writing Materials

We will spend a considerable amount of time working on improving your reading and writing skills. Students will have daily/weekly reading assignments as part of this development. A good amount of the material over which you are assessed comes from your textbook summaries, notes packets, NewsELAs, Nearpods, and supplemental readings/notes. It is in your best interest to read, complete, and study these assignments.

You are required to read materials and to take notes on any and all material we go over in class.

American/Arizona History Homework:

All work is to be completed BY THE DUE DATE—this includes all classroom and online work. Each assignment has a due date. If you submit the assignment **on the due date**, you have the opportunity to earn **full credit**. If you do not, you **may** have the opportunity to submit the assignment late (it depends on the assignment), but you **may not** earn credit. If you do not submit the work on-time, grading will not be completed until the weekly work closes. ***Late Work is not accepted after the Weekly Closing Date.***

Course Texts, Materials, and Resources:

- Canvas Access - Daily Schedule and any applicable homework/make-up work
- Textbook - Available in-class and/or during Office Hours
- Student supplies - Writing Tools (at least 2 - pencil and pen, pencil and highlighter, pen & highlighter, etc.), ALL papers and handouts provided to you by the instructor;

Course Grading Categories / Assignments

- Classwork (30%)
 - Content specific video guides, group/individual work completed in-class, mapping, and/or work that is completed in-class.
- Homework (30%)
 - Content specific or activities/work that is completed outside of class. Content Reading/Notes, Mapping, Articles with Q & A (things completed mostly at home)
- Participation/Attendance
 - Being in-class on-time, reading to learn; actively participating in the lessons/activities
- Assessments
 - Quizzes, Exams, and/or Projects

Late and Missed Work Policy

At Tempe High School, students will be given equal opportunity to turn in late work that will be no less than or equal to the number of missing days from a given class (For example, if a student misses three classes, for any reason, they will have three days to turn in any missing assignments). Teachers may prescribe additional time for students to turn in late work at their professional discretion.

Attendance/Tardy Policy

ON TIME MATTERS. ATTENDANCE MATTERS.

Tardies

A student is tardy when they report to class after the late bell, but prior to one-third (1/3) of the class period expiring. Three tardies are equal to one absence. Tardies will be considered a discipline problem and will be handled accordingly.

- M/T/Th/F tardies occur until 20 minutes then the student is absent for the class.
- W tardies occur until 18 minutes then the student is absent for the class.

Absence

In order for an absence to be excused, parents/guardians must call the attendance office by the time and day specified by the school. The eleventh (11th) absence will result in loss of credit for the class, unless there are extenuating circumstances. Extenuating circumstances could include, but are not limited to: hospitalization, person/health issues, family issues, college visits, runaways, substance abuse rehabilitation, or parental decision. The sixteenth (16th) total absence, excused or unexcused, will result in loss of credit for the class, unless the student is on a chronic health plan.

- *NOTE: Teachers are NOT mind readers. You are responsible for informing your teacher or another adult staff member of extenuating circumstances. We are here to support you, but we do not know what is happening in your head or at home. As a result, it is up to the student/parent/guardian to communicate with us so we are aware and able to assist.*

Tardy and Absence Make-Up Work

Excused Absence - Work that was assigned prior to an absence will be due upon return to class. Students may be asked to make up the work during another scheduled appointment time. Generally, missing assignments are due the Wednesday after they are assigned. If students abuse this privilege, they will be granted one day for each excused absence to make-up work.

Remember: *You must be EXCUSED in order to make up any work you miss.*

Unexcused Absence or Tardy – Students will be accountable for information missed and will be required to **make it up with the** teacher during another set appointment. Students **will not earn credit** for work missed **when they were absent or tardy and unexcused.**

Academic Dishonesty

By definition, plagiarism is the act of presenting the words, ideas, images, sounds, or other creative expressions of others as your own. In this class, you will work closely with your classmates to accomplish tasks, but you are still expected to complete your work individually. Collaboration is when you work with one or more people on an assigned task. It is plagiarism if all members of the group have the same answers unless you give credit to your classmates on the assignment (and this is only an acceptable practice on group projects). **At Tempe High School academic dishonesty and integrity is taken seriously.**

Classroom Rules/ Guidelines

I expect students to adhere to all school rules as outlined by the [TUHSD Student Handbook](#). In this class, students are also expected to adhere to the following expectations:

Classroom Routines

Foster Community

The first five to ten minutes will be a time for students to evaluate where they are in their day, share with the class why they are feeling that way and to develop empathy with what is happening in other's lives. Examples of activities would be Smiling/Frowning/Pass and why will help our classes, over time, develop a positive classroom culture. I learned this activity from Monte Syrie, an English teacher I follow who teaches in the state of Washington. Others will include a Gratitude Journal, Learning About Humans, ect.

Growing Awareness

Learning our content should help us better understand why and/or how things are happening around us that shape our current world. This could include chapters from texts of areas that we are studying. You will be asked to think about how these events are shaped through historical and political events throughout our country's history.

Building Knowledge

There will be a mixture of direct instruction that is whole group or small group/individual sessions for instruction. Mr. Wince will not be speaking to you showing you how smart he is. Our time will be used to see, hear, listen to information and then reflect how that impacts our understanding moving forward.

Being Reflective Learners

Each day I will ask you to complete a Daily Learning Reflection to document your thinking from the activities and interactions throughout the class period.

This classroom (*online and in-person*) is and should be an environment in which individuals can speak their mind. This privilege/right comes with great responsibility. Treat others as you want to be treated.

Classroom Rules Follow:

Be Safe: Keep your hands/feet to yourself; keep track of your belongings, treat the classroom and other people's belongings as you want yours to be treated, consider masking/staying home if you are sick, etc.

Be Respectful: Actively listen to and follow directions, actively listen to peers/videos/presenters, treat others the way you want to be treated - please don't leave trash in the room or write on the desks.

Be Responsible: Be on-time and be present when in-class, come prepared (bring materials/writing utensils, bring papers/handouts, bring computer/charger,, etc.), complete your own work on-time, proactively communicate (absences, questions, concerns, feedback), do your job as positively and effectively as possible.

This class also follows the guidelines on classroom behavior set forth in the THS/TUHSD student handbooks. You are young adults, and as such, you make choices. **For every choice, there are consequences – positive and/or negative.**

The consequences for positive choices follow:

1st Example: Verbal Thank you / Praise / Congratulations/ High-Five

2nd Example: Verbal Thank you / Praise / Congratulations and/or Candy/ Treat

3rd Example: Call/text to parent/guardian/coach with verbal praise and/or candy

The consequences for poor behavior choices follow:

1st Offense – Speak with the student during or after class, and/or change the student’s seat.

2nd Offense – Contact the student’s parent(s) and/or speak with the student again.

3rd Offense – Refer you to the office.

NOTE: If the severity of a student’s behavior merits, your first offense can/will result in an office referral.

NOTE 2: Students referred for any reason from the class will NOT receive credit for work they miss because of their choices.

Technology Usage Requirements

Cell Phones/Headphones/Earbuds are not allowed during class.

This technology will be required to be physically distanced from students. Students will turn them off and store them in the pockets designated in the front of the classroom.

Having conversations repeatedly about the technology is a misuse of instructional time and is a distraction to the learning environment. If students refuse to physically distance themselves from their devices when asked by the teacher, they will be redirected as appropriate and their non-compliance will be recorded. If this redirection is ongoing, the teacher will make contact with home, and continue to document when the student is non-compliant with the district and school’s technology policy. The office will monitor the documentation and assign lunch detention or upon the third infraction, the student may leave their cell phone at home for a day or have it assigned to ISI where it can be picked up at the end of the day. Further infractions will result in increased days without their cell phone.

Computers/Chargers:

Computers/Chargers are expected in EVERY CLASS, EVERY DAY. Failure to do so is detrimental to you/your student’s grade and is not an excuse for not completing assignments.

As we progress through the year, it is important to know that technology is a tool that must be used responsibly and as a resource for academic success NOT for any other reason during class time.