

Grade 7 Social Studies

United States History: "Pre-Columbian America to the Civil War"

Teacher: Mr. Michael Serotte

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Text/ Resources:

America: Pathways to the Present (Regents Edition)

Course Overview

This is the first half of a two part United States History course. The second half will take place next year in eighth grade (so save your materials from this year-more on that later). This course begins with the Pre-Columbian era and concludes with the Civil War. In eighth grade we will begin with the Civil War. Other topics we will study include: European Colonization, the Growth of the American Colonies, British Political Practices in the colonies, The Road to Independence, Early forms of US government, The Constitution, The Washington Presidency, Early Foreign and Domestic Policies, the War of 1812, the Monroe Doctrine, the Age of Jackson/Expansion of American Democracy, Conflict with Native Americans, Religious and Reform Movements, the Mexican War, Westward Expansion, States Rights, Political and Social Issues preceding the Civil War, and the war itself ending with the tumultuous month of April 1865.

Objective

New York State Standard #1 "History of the United States and New York"

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, development and turning points in the United States and New York.

Class Policies

- An atmosphere of respect and politeness is to be maintained at all times. There is to be no food, drinks, and gum/candy allowed whatsoever. The only exception to this rule is during a class sponsored activity. Bottled water is allowed.
- Electronic equipment such as cell phones, iPods/ MP3 players, etc. is strictly prohibited.
- Homework is expected to be turned in on time. Homework will consist of class readings (text and related articles) and worksheets. Homework will be administered 2-4 times per week AND sometimes on weekends.
- **Late homework policy: All homework is due on the stipulated due date. Homework will be accepted with penalty for up to, but not exceeding, two (2) days past the stipulated due date. The penalty is a proportionate reduction of the grade. A homework assignment turned in one day late will have its grade reduced by one full letter grade. A homework turned in two days late will have its grade reduced accordingly. For example, if a student earned an 18/20 on a homework assignment that equates to 90% or an A-. If it were turned in one day late that A- then becomes a B- and the numeric grade, which is recorded in the grade book, becomes a 16/20 or 80%. The same homework turned two days late would be entered in the grade book as 14/20 or 70%.**
- **PLEASE NOTE: A HOMEWORK THAT IS GRADED AT A LESSER QUALITY BUT IS PASSING AND TURNED IN LATE WILL BE LOWERED IN ACCORDANCE WITH THE ABOVE POLICY AND COULD RESULT IN A FAILING GRADE! (For example, a 14/20 being lowered to a 12/20)**
- After the second day of being late a “0” will be entered into the grade book and will remain permanently. Normally in such situations homework assignments will not be accepted. However, at times parents prefer a student to complete the missing assignment and although the zero “0” won’t be removed, I will review these assignments.
- Any homework assignment that is turned in late and earns a failing grade upon initial review will not be subject to the late homework policy and therefore, it will not be reduced any further. This is double jeopardy and I do not endeavor in such a practice.
- Tardiness will not be tolerated! Each class begins with a warm-up activity of varying extents and you are expected to be commencing this exercise as the bell rings signaling the beginning of class. Failure to do so will result in verbal warnings from me and continuation of this unacceptable practice will lead to parent notification and potentially an administrative response.

Grading Policy

Marking period grades are determined by the following: Tests, Quizzes, Homework, and any project if applicable. Your grade is simply the average of all work turned in during that respective marking period. Obviously tests and projects are more complex and involved than quizzes. Quizzes will be week to week and will essentially surmise the material covered in that same time span or vocabulary, or both. They are generally short answer and objective in nature; thus, they are intended to provide support for any grade you are not happy with.

As a general practice, I usually do not “drop lowest grades” nor do I assign extra credit work. Exceptions have been made in the past but they are rare and usually involve extreme circumstances. There will be no consideration for extra credit at all for any student who is considerably delinquent in turning in his or her work.

Course Outline:

UNIT 1: ORIGINS OF A NEW SOCIETY TO 1754

[Chapter 1](#): The Atlantic World, to 1600

[Chapter 2](#): European Colonization of the Americas, 1492–1752

[Chapter 3](#): Growth of the American Colonies, 1689–1754

UNIT 2: BALANCING LIBERTY AND ORDER, 1753–1820

[Chapter 4](#): The Road to Independence, 1753–1783

[Chapter 5](#): The Constitution of the United States, 1776–1800

[Chapter 6](#): The Origins of American Politics, 1789–1820

UNIT 3: AN EMERGING NEW NATION, 1783–1855

[Chapter 7](#): Life in the New Nation, 1783–1850

[Chapter 8](#): The Growth of a National Economy, 1790–1850

[Chapter 9](#): Religion and Reform, 1815–1855

UNIT 4: DIVISION AND UNEASY REUNION, 1846–1877

[Chapter 10](#): The Coming of the Civil War, 1846–1861

[Chapter 11](#): The Civil War, 1861–1865

New York State Assessment Information.

There is no final exam for the course although there is a series of end of the year assignments (graded) that are meant to serve as early preparation for the New York State Assessment which takes place at the end of your EIGHTH (8th) grade year. The assessment that you will take next year (June 2011) includes content from both 7th & 8th grades. It is therefore imperative that you save your 7th grade materials through the end of next year. These assignments are intended to review content learned throughout the year as well as to enhance DBQ response abilities and essay writing.

Materials Needed

- Notebook paper
- blue or black ink pen (Please, no red pen!)
- highlighter
- (1) 1" three-ring binder OR folder with pockets

Parent Acknowledgement

Dear Parents/Guardians,

Please acknowledge that you have read and reviewed the information contained in this course syllabus by signing your name below in the space provided. Also, I realize how critically important it is to maintain communication with each other throughout the year so I have included a space for you to write down your E-mail address and phone number. I keep this information locked up and on file throughout the school year in the event I need to contact you for any reason at any time. Obviously, please feel free to contact me at your leisure. E-mails work best for me.

Thank you very much and I look forward to a pleasurable and constructive year in working with both you and your children.

Sincerely,
Mr. M. Serotte

Parent/Guardian Signature _____

Parent/Guardian E-mail address _____

Phone number _____