



## FIRST DAY CONTRACT & EXPECTATIONS

### I. Course Objective:

- **U.S. History I & II** are Advanced Placement level courses that cover the 17<sup>th</sup>, 18<sup>th</sup> as well as a smidgen of the 19<sup>th</sup> centuries. These courses will include a thorough study of England's colonial rule up to and through the nation's early experimentation in self-government. This year we will combine traditional & proven learning methods with innovative research techniques. Our ambitious agenda will challenge and stimulate our minds.

### II. Student Responsibilities:

- Students are responsible for taking class notes and completing all assigned readings, written assignments, projects and exams. Being prepared means having 3 working pens and 20 sheets of loose-leaf paper.
- Absence is not an excuse for missing an assignment or exam. You must speak to the teacher or a fellow student to pick up missed handouts, class notes or assignments. Students are responsible for rescheduling make-up exams.

### III. Grading Breakdown

- 60% Exams** - which include Vocabulary quizzes, Key Terms quizzes, and Exams.
- 20% Graded Assignments** - questions from reading, writing assignments, and mini-projects.
- 10% Homework Completion** - the percent of homework completed on time.
- 10% In-Class Participation** - meaningful and frequent contributions to in-class discussions/assignments.

*Note: Your final report card grade at the end of each term will be an average of all marks received in the three marking periods. This means our grades are cumulative so get off to a good start.*

### IV. Plagiarism:

- **A Definition** - 1) Copying without quotation marks, without acknowledgement from another person's writing. 2) Using another person's facts or ideas without acknowledgement. 3) Handing in work for one course that you have previously handed in for credit in another course without the permission of both instructors.
- **Consequences** - Plagiarism in this course will result in the enforcement of the school's honesty code. In your University study and beyond much more serious consequences will result.

### V. Texts & Supplementary Readings:

#### - Distributed for reading at home,

Brinkley, A. *American History, A Survey*. Boston: McGraw Hill, 2003.

#### - A Sample of supplements for in-class and handout reading,

Colbert, David. *Eyewitness to America: 500 Years of America in the Words of Those Who Saw It*. Vintage Books, 1998.

Davis, D. B. & Mintz, S. *The Boisterous Sea of Liberty: A Documentary History of America from Discovery through the Civil War*. New York: Oxford University Press, 1998.

Hakim, Joy. *A History of Us*. New York: Oxford University Press, 1999

Saari, P. and Carnegie, J. *America: Primary Sources*. Detroit: U.X.L., 1999.

Sebranek, P., Meyer, V. and Kemper, D. *Write Source 2000: A Guide to Writing, Thinking & Learning*. Wilmington, MA: Houghton Mifflin Company, 1995.

### VI. Agreement:

- By affixing your signature to this document you affirm that you understand the requirements of this course and that you will adhere to these, and any additional, rules and regulations as they may arise. This looks to be an exciting year!

x. \_\_\_\_\_  
 (Print Name)

x. \_\_\_\_\_  
 (Student signature)

\_\_\_\_\_  
 (Date)



HIGH SCHOOL OF AMERICAN STUDIES  
 AT LEHMAN COLLEGE  
**MR. ELINSON'S U.S. HISTORY I & II**  
 WWW.HSAS-LEHMAN.ORG/FACULTY/MELINSON.HTML



Wednesday September 9<sup>th</sup>, 2009

Letter to the Student & Parent,

Good Evening, my name is Mr. Elinson and I will be leading us through this significant period in our part of the world's history. Names of remarkable people and their accomplishments/failures are relevant to our course. However, the only way to understand why we have arrived where we are as a nation today is to know our complete origins. Our national identity today is one that combines the cultural expressions, languages and history of Africa, Europe, the Pre-Columbian Americas and Asia. Identifying these influences, and noting when and where they combined, offers a clear picture of how the United States of America formed. We will cover all of this with depth.

As first year students we will begin our studies with the ancient Americas. We will follow the thread of history through the arrival of people from Europe and Africa, the late arrival and origins of England's colonial rule, continuing straight up to and through the nation's early experimentation in self-government. The amount of information can be overwhelming if we choose to fall behind in our preparation. Class work will build on previous readings done at home just as our readings will further our understanding of material covered in class. Therefore, full participation in class and total completion of homework are absolutely necessary to succeed this year.

New techniques in learning often chafe young people and there is always a period of adjustment. Know this, I genuinely believe that "*busy work*" is the enemy of our young people's creativity and it is an obstacle to real learning. Everything that is asked of the students this year in our course is not only necessary but entirely beneficial as they reach their goal of understanding our nation's origin. This looks to be an exciting year!

Sign below and this letter will be kept on file at school. Copies of the contract and the letter may be viewed on the class web site.

Sincerely,

Morgan Daniel Elinson

x. \_\_\_\_\_  
 (Student signature)

\_\_\_\_\_  
 (Date)

x. \_\_\_\_\_  
 (Parent signature)

\_\_\_\_\_  
 (Date)