



# 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

Composition Notebook  
Two pocket folder  
Pencils  
Highlighter pen (any color)

### 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:

Todd Daniels BS, MEd  
daniels.todd@cusd80.com

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

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)

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- 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](http://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

You are responsible for checking your grade for this class. You are now upper-classmen and I expect you to take on this responsibility. You will be my first line of communication regarding grades.

\*Be respectful and kind to one another, including your teacher!

\*Be prepared and participate in class every day.

\*You are expected to be in your assigned seat when the bell rings.

\*Perform what is asked of you the first time it is requested.

\*Remain quiet at appropriate times, such as teacher lecture, tests, and quizzes.

\*Keep all cell phones and electronic devices stowed in the cell phone cubbies provided. \*Laptop and other technology devices should only be used for class related assignments. \*Raise your hand if you have a question or comment during class.

Every assignment, activity and assessment should demonstrate your best work. I need to be able to read and understand what you have to say. You will be asked to redo poor quality work. You are expected to familiarize yourself with proper procedures for collaborating, doing research, and citing sources. Should you have any questions, please feel free to contact me immediately. Any assignment you turn in that I find to violate academic integrity, either through dishonesty, plagiarism, lack of appropriate sources, or unauthorized collaboration, will receive a grade of 0 with a notation made in the grade book and possible contact made to the home. Any further instance of violating academic integrity will follow procedures outlined in the student handbook.

\*IN ADDITION

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 they 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.

2

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.

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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**

The general expectation will be that no late work should be taken once we have moved on to the next unit of instruction.

Late work that is turned in, will still receive 80% credit if it meets the expected gradable standard.

## **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**

All grades are based on an accumulated semester point system using the scale as indicated. Please note that each quarter grade will be weighted at 60% within the category of Projects/Assessments and 40% within the category of Classwork and Homework Assignments.

### **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 a New Nation (S1)
- Civil War and Reconstruction (S1)
- Nation Building and Sectionalism (S1)
- Emergence of Modern America (S1)
- Roaring 20s and The Great Depression (S2)
- WWII (S2)
- Postwar United States (S2)
- Contemporary United States (S2)

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**Teacher:** Todd Daniels, daniels.todd@cusd80.com

## 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 a New Nation (S1)	<input type="checkbox"/>	<input type="checkbox"/>
Civil War and Reconstruction (S1)	<input type="checkbox"/>	<input type="checkbox"/>
Nation Building and Sectionalism (S1)	<input type="checkbox"/>	<input type="checkbox"/>
Emergence of Modern America (S1)	<input type="checkbox"/>	<input type="checkbox"/>
Roaring 20s and The Great Depression (S2)	<input type="checkbox"/>	<input type="checkbox"/>
WWII (S2)	<input type="checkbox"/>	<input type="checkbox"/>
Postwar United States (S2)	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary United States (S2)	<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)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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**Please return this page to your student's teacher.**