



# 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

A large spiral notebook  
Lots of Pens/Pencils  
Highlighters  
White board 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:

Hamilton High School, 3700 S Arizona Ave, Chandler, AZ 85248

### Building principal:

Michael Delatorre  
delatorre.michael@cusd80.com

### Teacher:

Stefanie Campanella BA in Secondary Education History with a minor in Political Science. MA in American History (in progress, graduation August 2023)  
campanella.stefanie@cusd80.com

**Office hours:** By appointment.

## Course Access

This course is taught in-person at Hamilton 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](https://cusd80.com/Page/45109) 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](http://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](http://cusd80.com/handbooks). Printed copies will be provided upon request.

### **Student Responsibilities**

Absences:

If a student is absent it is their responsibility to access my planbook website to see what they have missed and to speak with me about making up any tests/other assignments.

Students are expected to show up every single day on time. Attendance and tardies will be recorded/handled in accordance with school policy. Constant absences and tardies may affect your grade.

Per School policy:

A.R.S. §15-803 (B) states that absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. §15-802. Ten percent equates to nine (9) days of absences per semester regardless of whether they are excused or unexcused. Students with excessive excused absences will be required to provide medical documentation to remain in class and excuse any further absences. If additional absences occur, and medical documentation is not provided, the student will be referred to administration.

Cheating will be reported. You will get a zero. You cannot make up the assignment.

I reserve the right to move anyone's seat based on behavior/other needs.

Respect school property and the property of others. I bought EVERYTHING in this room with my own personal money.

Phones go away at the beginning of class.

Bathroom: Take the pass and go. Sign out. 1 at a time- no need to ask. Abuse this and the bathroom policy will change.

I do not round grades. At. All. Ever. Period. You will have extra credit opportunities.

Hate speech, slurs, bullying, or general disrespect will be tolerated.

No one wants to listen to you scream political views at everyone. I will not allow unproductive debates or aggressive behavior.

Violence will not occur in my classroom. End of story.

You are all very close to being adults, I should hear from you before I hear from your parents.

If you have something you need to discuss with me please do it in a respectful and professional manner.

### **Late work**

Due dates:

The Turn it in cut off for all assignments is 11:59 pm. That means you MUST submit your work BEFORE 11:59 pm.

Handwritten assignments are due in class.

---

Late work:

Reading guides/notes/other homework or regular classwork: Accepted for up to 3 days at 10% off.

Projects or writing assignments (essays, etc.): Accepted one day late at 50% off.

Exceptions may be made on a case by case basis for extenuating circumstances. Please try to email me BEFORE the deadline.

Exception examples: death in the family, hospitalization/severe illness, eviction, etc.

When submitting to turnitin.com, points will be deducted if: You press submit but do not press confirm on turn it in before 11:59 pm, you turn in an assignment right at 11:59 pm or later, you didn't check your email to get the submission receipt and later realize your assignment did not go through,

If you miss the late work deadline, you will earn zero points.

It is your responsibility to: 1. Ensure you click both submit and confirm. 2. Turn in your work BEFORE 11:59 pm. 3. Check that you got a submission receipt email to make sure that your assignment went through.

Technical difficulties:

Issue with turnitin.com or other sites used in class- Email me the completed assignment BEFORE the deadline.

Issue with wifi- Use your phone data to email me the assignment or send me screenshots of the entire completed assignment on remind 101 BEFORE the deadline.

If you have a tech issue and you do not include the entire completed assignment in an email or remind 101 message you will not receive points.

## 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

Grading Standards: A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or below

---

Gradebook Weights:  
5% Participation  
20% Homework  
35% Writing/projects  
40% Test

Students will be assessed in numerous ways including participation, discussion, worksheets, essays, tests, quizzes, homework, presentations, document based questions, research projects, and other writing assignments.

Parents and students are able to check grades at anytime online using our school's grade check website: <https://campus.cusd80.com/campus/portal/chandler.jsp>

The front office will provide each student with a user name and password for the site at the beginning of the year. Please allow at least two weeks for grades to be posted and updated on the site. If you have an issue accessing the infinite campus site please contact the front office.

### **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**

Period 1: 1491–1607 You'll learn about Native American societies as well as how and why Europeans first explored, and then began to colonize, the Americas.

Period 2: 1607–1754 You'll study the colonies established in the New World by the Spanish, French, Dutch, and British.

Period 3: 1754–1800 You'll explore the events that led to the American Revolution and the formation of the United States and examine the early years of the republic.

Period 4: 1800–1848 You'll examine how the young nation developed politically, culturally, and economically in this period.

Period 5: 1844–1877 You'll learn how the nation expanded and you'll explore the events that led to the secession of Southern states and the Civil War.

Period 6: 1865–1898 You'll examine the nation's economic and demographic shifts in this period and their links to cultural and political changes.

Period 7: 1890–1945 You'll examine America's changing society and culture and the causes and effects of the global wars and economic meltdown of this period.

Period 8: 1945–1980 You'll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period.

Period 9: 1980–Present You'll learn about the advance of political conservatism, developments in science and technology, and demographic shifts that had major cultural and political consequences in this period.

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



# Chandler Unified School District

## SOC300A American/Arizona History

### SY 2023-24



**Site:** Hamilton High School

**Building Principal:** Michael Delatorre, delatorre.michael@cusd80.com

**Teacher:** Stefanie Campanella, campanella.stefanie@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
Period 1: 1491–1607 You’ll learn about Native American societies as well as how and why Europeans first explored, and then began to colonize, the Americas.	<input type="checkbox"/>	<input type="checkbox"/>
Period 2: 1607–1754 You’ll study the colonies established in the New World by the Spanish, French, Dutch, and British.	<input type="checkbox"/>	<input type="checkbox"/>
Period 3: 1754–1800 You’ll explore the events that led to the American Revolution and the formation of the United States and examine the early years of the republic.	<input type="checkbox"/>	<input type="checkbox"/>
Period 4: 1800–1848 You’ll examine how the young nation developed politically, culturally, and economically in this period.	<input type="checkbox"/>	<input type="checkbox"/>
Period 5: 1844–1877 You’ll learn how the nation expanded and you’ll explore the events that led to the secession of Southern states and the Civil War.	<input type="checkbox"/>	<input type="checkbox"/>
Period 6: 1865–1898 You’ll examine the nation’s economic and demographic shifts in this period and their links to cultural and political changes.	<input type="checkbox"/>	<input type="checkbox"/>
Period 7: 1890–1945 You’ll examine America’s changing society and culture and the causes and effects of the global wars and economic meltdown of this period.	<input type="checkbox"/>	<input type="checkbox"/>
Period 8: 1945–1980 You’ll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period.	<input type="checkbox"/>	<input type="checkbox"/>
Period 9: 1980–Present You’ll learn about the advance of political conservatism, developments in science and technology, and demographic shifts that had major cultural and political consequences in this period.	<input type="checkbox"/>	<input type="checkbox"/>

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

**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.***