Course Description
This semester-long course (half of a year-long pair of courses) presents a cohesive and comprehensive overview of approximately the first half of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through World War I. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In this first half of the year-long curriculum, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization as they assess the outcomes of economic trends and the connections between culture and government. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Course Objectives
Throughout the course, you will meet the following goals:
• Assess the political development of the United States, including the influence of democratic ideals, the changing role of government, and the development of the modern two-party system.
• Explore the evolution of American culture and society, including the role of reform movements from the colonial era to the Industrial Revolution.
• Investigate and understand the reasons behind American involvement in wars and conflicts throughout U.S. history.
• Trace the economic development of the United States from an agrarian economy to an industrial economy.

Student Expectations
This course requires the same level of commitment from you as a traditional classroom course. Throughout the course, you are expected to spend approximately 5 hours per week during a regular semester (or 15 hours per week during summer session) on:
• Interactive lessons that include a mixture of instructional videos and tasks.
• Assignments in which you apply and extend learning.
• Assessments, including quizzes, tests, and cumulative exams.

Communication
Your teacher will communicate with you regularly through discussions, e-mail, chat, and system announcements. You will also communicate with classmates, either via online tools or face to face as you
collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

**Grading Policy**

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Lesson Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Essays</td>
<td>N/A</td>
</tr>
<tr>
<td>Labs</td>
<td>N/A</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>N/A</td>
</tr>
<tr>
<td>Cumulative Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

All of the grades that you receive online will be recorded in Edgenuity. To view your grades in Edgenuity, click on: organizer; reports; then, scores and feedback.

**Fulton County Schools Grade Recovery Policy**

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

**Due Dates**

The Fulton Virtual School’s policy is to allow students to work at an individualized pace in the course. You are expected to work at your own pace and have the course finished by the last day of the class. You are expected to show the same level of commitment as you would in your traditional school setting.

**Scope and Sequence**

When you log into the Virtual Classroom, you can view the entire course map, which provides a scope and sequence of all topics you will study. Clicking a lesson’s link in the course map leads to a page listing instructional activities, assignments, and learning objectives specific to that lesson. The units of study are summarized below.

- **Unit 1:** Colonial Era
- **Unit 2:** Revolution to Constitution
Unit 3: Creating a Nation
Unit 4: A Divided Nation
Unit 5: Expansion and Reform
Unit 6: Becoming a World Power

Georgia Performance Standards

This course is correlated to the Georgia Performance Standards. If you would like more information on the GPS, please visit: https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-United-States-History-Georgia-Standards.pdf

Fulton Virtual School Academic Integrity Policy

In a virtual learning environment, honesty and integrity are integral traits for academic success. At Fulton Virtual, we believe that all students must show integrity in the completion and submission in all aspects of the academic experience. Therefore, no forms of cheating, assisting others in cheating, and/or plagiarism (passing off the work of others as if it is your own) will be tolerated.

When collaboration is necessary to complete tasks and projects, Fulton Virtual School instructors will provide students with advance notice. Thus, all work is considered an individual assignment unless otherwise noted. The following list of dishonest behaviors has been compiled to assist you. This list is by no means exhaustive, and each infraction of academic dishonesty will be handled the virtual instructor on an individual, case-by-case basis.

**Dishonest behavior includes, but is not limited to:**

1. Plagiarism. Plagiarism can be defined as the inclusion of another’s ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.
2. Unauthorized use off another person’s password/login. Student logins/passwords are confidential information that should not be shared with others.
3. Cheating. Cheating can be defined as the act or attempted act of deception by which a student seeks to misrepresent his submitted work as uniquely his own completed without assistance. Cheating includes copying another student’s work and submitting it as your own.
4. Impersonation. Performing work or taking an examination for another student or allowing someone to do so for you.

5. Falsification and/or misrepresentation of data. This can be defined as the submission of false or contrived data or sources.

6. Computer crimes. This may include damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.

*Academic dishonesty will result in one or more of the following actions:*

- Loss of grade points
- Removal from the course
- Failure to receive credit for the course
- Loss of eligibility to earn credits through Fulton Virtual Schools

Fulton Virtual School instructors have the authority to require that students perform other tasks or undergo additional assessments in proctored situations. If a Fulton Virtual School instructor suspects that there is a problem with academic integrity, the administrators of both the local school and Fulton Virtual School will be informed. Failure to follow these guidelines may result in removal from your virtual course without further warning.

*All Fulton Virtual Students Must Agree and Adhere to the Following Academic Integrity Guidelines:*

- I understand and will support and will abide by the guidelines set for in the Fulton Virtual School Academic Integrity Policy.
- I will not personally cheat (i.e., use unauthorized materials in completing my assignments and assessments), and I will not help others cheat.
- If I become aware of anyone else’s cheating or use of unauthorized materials (or any other violations of Fulton Virtual School’s Academic Integrity Policy, I have a personal responsibility to report the matter to an instructor or administrator.