

# American History

2023-2024 Syllabus

**Teacher – Dylan Wince (he/him)**

## Contact Information

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## Course Description

This course is designed as a comprehensive study of United States history. Students will use inquiry to explore a variety of peoples, events, and movements in United States history. Students will analyze the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. To allow for depth of content and connection to current issues and events, the course will begin with the American Revolution and end with the contemporary United States. Special attention should be paid to how Arizona and its diverse cultures and individuals have contributed to United States history.

## Classroom Expectations

Mr. Wince will always see you as a human, first. Mr. Wince will strive to meet your needs of safety, acceptance, joy, and being challenged intellectually, daily. You and the experiences you carry with you, make you who you are. Bring all of you, every day. Your experiences will help us find connections with the content throughout this course. Mr. Wince is excited to get to know you and for the opportunity to be a positive experience of your learning journey!

During this course, a goal Mr. Wince's is to help you encounter varying perspectives, question who is telling the story and who benefits from that telling. Another goal is to facilitate your finding of the human connections that can help us better understand context for why events happened and what happened because of how they were handled. My hope is that you will find value in asking questions and where that can lead your individual learning and our collective understandings.

When we reach the end of our time together, my hope is that you will have felt success in being reflective learners who see value and opportunities for learning in all situations. Being willing to learn helps all of us to go down the path of being good people, who understand that everyone and everything has a story to learn.

## Equity and Inclusion Statement

This classroom is a space that welcomes all identity on continuums of; ethnicity, socio-economic class, immigration status, medical status, religion, mental health, gender, and sexual orientation.

## **Classroom Routines**

### **Building Community**

The first five to ten minutes will be a time for students to evaluate where they are in their day, share with the class why they are feeling that way and to develop empathy with what is happening in other's lives. Examples of activities would be Smiling/Frowning/Pass and why will help our classes, over time, develop a positive classroom culture. I learned this activity from Monte Syrie, an English teacher I follow who teaches in the state of Washington. Others will include a Gratitude Journal, Learning About Humans, ect.

### **Current Events - Building Awareness**

Learning our content should help us better understand why and/or how things are happening around us that shape our current world. You will be asked to think about how these events are shaped through historical and political events throughout our country's history.

### **Direct Instruction and Individual/Group Time - Building Knowledge**

There will be a mixture of direct instruction that is whole group or small group/individual sessions for instruction. Mr. Wince will not be speaking to you showing you how smart he is. Our time will be used to see, hear, listen to information and then reflect how that impacts our understanding moving forward.

### **Daily Learning Reflection - Being Reflective Learners**

Each day I will ask you to complete a Daily Learning Reflection to document your thinking from the activities and interactions throughout the class period.

## **Evaluation of Learning**

Mr. Wince values learning and is striving to create an environment, with ALL students, that allows you, students, to be creative risk takers and collaborative learners.

Feedback (written and verbal) on learning will be prioritized to focus on growth of understanding.

You will be asked to daily participate in the Daily Lessons with taking notes, Common Formative Assessments (CFAs), Unit Written Assessments, Projects (individual/group), Personal Reflections and TUHSD Semester Exams. These will help guide our understanding of what is being understood and what we will need to continue to work towards.

Mr. Wince will strive to create multiple ways to demonstrate what you are learning throughout our time together.

## **Evaluation Expectations**

Quarter Grades are based on a 10-point scale:

A = 90% or higher / B = 80-89% / C = 70-79% / D = 60-69% / F = 59%-50%

Semester grades are determined by the following percentages: Quarter 1 = 40%, Quarter 2 = 40%  
Final Exam: 20%)

## Synergy/StudentView Entry Descriptions

10 = Complete/Good to go! 7 = Incomplete

5 = Missing/No Work

## Self-Evaluations of Learning

95-65% = Student engaged in Learning Journey

50% = Missing Essential Lessons/Project

\*All work will be accepted without penalty when completed and shown to Mr. Wince, even with corrections

## Make-Up Work/Retakes/Homework Policy

All work handed in will receive feedback and credit based on stated expectations.

There is a Feedback Process for edits to get to a proficient demonstration of learning.

Mr. Wince will not assign homework but you will be asked to complete any activities or lessons not finished in class on your own time.

## Success for Everyone

Mr. Wince truly believes there is enough success available for everyone. One person's success with their work does not mean that another student cannot be equally successful. My goal as your educator is for everyone to experience growth in their learning.

## Bell Schedules

2023-2024			Bell Schedules		
			TEMPE HIGH SCHOOL		
Regular Schedule Mon, Tues, Thurs, Fri			Half Day (No Lunch/No ASC)		
		Min			Min
*PER. 0	7:30 - 8:30	60	*PER. 0	7:30 - 8:30	60
PER. 1	8:35 - 9:35	60	PER. 1	8:35 - 9:10	35
PER. 2	9:40 - 10:40	60	PER. 2	9:15 - 9:50	35
PER. 3	10:45 - 11:45	60	PER. 3	9:55 - 10:30	35
LUNCH (P. 4)	11:45 - 12:20	35	PER. 5	10:35 - 11:10	35
PER. 5	12:25 - 1:25	60	PER. 6	11:15 - 11:50	35
PER. 6	1:30 - 2:30	60	PER. 7	11:55 - 12:30	35
PER. 7	2:35 - 3:35	60	*PER. 8	12:35 - 1:10	35
*PER. 8	3:40 - 4:40	60	Wed., Aug. 30th, 2023 - Dist. Inservice		
Early Out Wed.			Fri., Sept. 1st, 2023		
July 26 • Aug 2, 9, 16, 23 • Sep 6, 13, 20 • Oct 11, 18, 25 • Nov 1, 8, 15, 29 • Dec 6 • Jan 3, 10, 17, 24, 31 • Feb 14, 21, 28 • Mar 6, 27 • Apr 3, 10, 17, 24 • May 1, 8, 15			Wed., Feb. 7th, 2024 - Dist. Inservice		
*PER. 0	7:30 - 8:30	60	Fri., Feb. 16th, 2024		
PER. 1	8:35 - 9:18	43	Semester Finals Early Out (No lunch)		
PER. 2	9:23 - 10:06	43	Dec 13/May 20	Start	End
Advisory	10:06 - 10:36	30	Period 1	8:35am	10:05am
PER. 3	10:41 - 11:24	43	Nutrition Break	10:05am	10:25am
LUNCH (P. 4)	11:24 - 11:59	35	Period 2	10:30am	12:00pm
PER. 5	12:04 - 12:47	43	*Period 0	12:05pm	1:35pm
PER. 6	12:52 - 1:35	43	Dec 14/May 21	Start	End
PER. 7	1:40 - 2:23	43	Period 3	8:35am	10:05am
*PER. 8	2:28 - 3:11	43	Nutrition Break	10:05am	10:25am
Assembly Schedule			Period 5	10:30am	12:00pm
*PER. 0	7:30 - 8:30	60	Dec 15/May 22	Start	End
PER. 1	8:35 - 9:28	53	Period 6	8:35am	10:05am
PER. 2	9:33 - 10:18	45	Nutrition Break	10:05am	10:25am
Assembly	10:23 - 11:08	45	Period 7	10:30am	12:00pm
PER. 3	11:13 - 12:06	53	*Period 8	12:05pm	1:35pm
LUNCH (P. 4)	12:06 - 12:41	35	Front Office Hours: 7:30 AM—4:00 PM		
PER. 5	12:46 - 1:39	53	Main Office: (480) 967-1661		
PER. 6	1:44 - 2:37	53	Fax: (480) 736-4096		
PER. 7	2:42 - 3:35	53	Attendance: (480) 967-1661, Option 1		
*PER. 8	3:40 - 4:33	53	Registration: (480) 967-1661 ext. 20102		
Aug. 18th • Oct. 13th • Dec. 1st • Feb. 23rd • May 10th					

\*Student Request Class Period.

## **Technical Support**

In the event that you need technical support, please take the following steps:

1. First, contact me, Mr. Wince. Please be as specific as possible on where you are stuck or what the issue is, and I will do my best to assist you.
2. Second, see the “Technical Support” folder in the Schoology course. This will include links and contact information that you will need to resolve your issue.
3. Third, contact Tech Support, [thssupport@tuhsd.k12.az.us](mailto:thssupport@tuhsd.k12.az.us) Again, please be sure to be as specific as possible when describing the issue.