

INSTRUCTOR

Mr. Wolfinger

PHONE

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WEBSITES

www.wolfingersvirtualclassroom.com
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OFFICE LOCATION

Room 108

EXTRA HELP

Posted office hours and by appointment

COURSE OVERVIEW

U.S. History is a year-long Grade 10 course examining how the United States developed from diverse Indigenous homelands and colonial systems into an industrial and global power by the end of World War II. Students investigate political, economic, social, cultural, and environmental history while evaluating the nation's ideals and contradictions. This is a rigorous regular high-school survey course; it does not use AP pacing, AP exam structures, or College Board framework codes.

STANDARDS & ASSESSMENT

Common Core State Standards for Literacy in History/Social Studies are the primary standards, supported by the Illinois Social Science Standards. Mastery is measured primarily through DBQs and ACT-style tests and quizzes, with source analysis, historical writing, discussion, and other standards-aligned evidence supporting learning and reteaching.

REQUIRED TEXTS & MATERIALS

All core readings, primary and secondary sources, maps, data, and digital materials are provided by the teacher. No separate textbook purchase is required.

Students need a 2-inch three-ring binder, college-ruled loose-leaf paper, and two black or blue pens in a pencil pouch. Chromebooks will be issued from the classroom cart as needed.

PURPOSE OF COURSE

Welcome to U.S. History. Through reading, discussion, investigation, source analysis, and historical argument, students will examine American identity, power, resistance, citizenship, rights, labor, migration, inequality, war, and diplomacy from before European colonization through 1945. Chicago and Illinois case studies will connect national developments to local history.

WHY EDUCATION NOW?

Education creates choices. The habits developed in this class—showing up, reading carefully, asking questions, using evidence, revising work, and communicating respectfully—support success in high school, college, career, and civic life. Your effort matters, and help is available when you ask for it.

SKILLS YOU WILL ACQUIRE	WHAT THIS LOOKS LIKE
Historical thinking	Source, contextualize, corroborate, and evaluate cause, change, significance, and perspective.
Chronology & context	Sequence events, identify turning points, and connect local, national, and global developments.
Source analysis	Close read primary and secondary sources; interpret maps, images, charts, and quantitative data.
Historical argument	Construct claims and counterclaims, organize evidence, explain reasoning, cite, and revise.
Assessment readiness	Analyze complex passage sets and documents in DBQs and ACT-style tests and quizzes.

CLASSROOM POLICIES

- Arrive on time, be seated, and begin the posted bell ringer. Late students must follow the class sign-in procedure.
- Bring the required binder, paper, and writing tools. Follow posted CHAMPS expectations for each activity.
- Participate respectfully, listen before responding, challenge ideas rather than people, and use evidence whenever possible.
- After an absence, check the course site and class materials and communicate about missing work. Required IEP, 504, and English Learner accommodations will be honored.
- Use classroom-cart Chromebooks carefully. Return each Chromebook to the correct slot and plug it in before leaving. Failure to follow these procedures may result in a grade reduction and temporary or permanent loss of classroom Chromebook privileges.
- Headphones require approval and must otherwise remain out of sight in a backpack. Students with translation accommodations may use approved headphones. Listening to music or unauthorized videos is misuse; the privilege may be revoked and a parent/guardian will be notified.
- Use feedback, correction opportunities, and revision to improve learning when permitted by the assignment and grading requirements.

DIGITAL USE

Classroom Chromebooks and other school technology are for assigned learning. Students must remain on approved sites and applications, protect passwords and personal information, evaluate online sources, respect copyright, and follow CPS acceptable-use expectations. Digital activity may be reviewed. Recording, photographing, posting, or sharing class content or another person without permission is prohibited.

PLAGIARISM, CHEATING & AI

Students must submit work that honestly represents their own learning. Copying, answer-sharing, unauthorized collaboration, uncited use of another person's words or ideas, and submitting work produced by an AI system are plagiarism or cheating. AI tools may be used only when Mr. Wolfinger explicitly authorizes them. A confirmed violation will result in a zero for the assignment and may result in a failing course grade. When required or permitted by Orr Academy and CPS policy, the violation may also be permanently documented in the student's educational or disciplinary record and may be disclosed to colleges or universities as authorized or required by law and policy.

SEMESTER I

APPROX. WEEKS	SUBJECT	UNIT
1	Launching the Historian's Workshop	Unit 0
2-3	Indigenous America & First Encounters	Unit 1
4-6	Colonization, Labor & Resistance	Unit 2
7-10	Revolution & the Constitutional Experiment	Unit 3
11-14	Early Republic, Expansion & Reform	Unit 4

SEMESTER II

APPROX. WEEKS	SUBJECT	UNIT
15-20	Sectional Crisis, Civil War & Reconstruction	Unit 5
21-24	Industrial America & the Gilded Age	Unit 6
25-29	Progressivism, Imperialism & World War I	Unit 7
30-38	Prosperity, Depression, New Deal & World War II	Unit 8

ASSESSMENT PATTERN

Units follow a consistent learning cycle: build background knowledge, investigate primary and secondary sources, discuss and write from evidence, receive feedback, and demonstrate mastery. Recurring DBQs and ACT-style tests or quizzes are the primary standards-based mastery measures. Results are analyzed by CCSS, linked Illinois Social Science Standards, and WolfOS competencies to guide targeted reteaching, revision, and reassessment.

COURSE NOTES

Dates are approximate and may shift to support student learning, the school calendar, and required reteaching. Unit 5 serves as the major bridge across semesters. The Question Formulation Technique and Reading Like a Historian routines are explicitly taught and assessed by the end of Unit 2 and used throughout the year. The course concludes in 1945. Material syllabus changes will be communicated to students and families.

Learn deeply. Think critically. Use evidence. Lead responsibly.

I have reviewed and understand the syllabus for Mr. Wolfinger's U.S. History course for the 2026-2027 academic year. By signing below, I acknowledge that I have read and discussed the course expectations, grading and mastery practices, digital-use expectations, academic-integrity policy, and communication procedures with my student.

I understand the importance of supporting attendance, preparation, honest work, respectful participation, and timely communication. I know that questions or concerns may be directed to Mr. Wolfinger using the contact information provided in this syllabus.

(Student's name)

(Student signature)

(Parent/guardian name)

(Parent/guardian signature)

(Date)

(Preferred email)

(Preferred phone)

(Best time/method to contact)

INFORMATION THAT WOULD HELP SUPPORT THIS STUDENT

Thank you for your partnership and support.

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