

US History Syllabus

"We are not makers of history. We are made by history."

Martin Luther King Jr.

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Course Description US History is a course dedicated to teaching historical knowledge as well as empathy as we go through the American narrative. This course combines current events, why we study history, and historical content.

Required Materials Students are expected to bring their chromebook, a charger, a writing utensil, a notebook and an open mind to multiple perspectives. (3 ring binder optional)

Learning Materials Students will have access to classroom textbooks. There is an online version of the textbook available at teachtci.com. Students may check out a textbook upon request.

Grading As promoters of lifelong learning, the teachers of this course would rather *not* assign grades to work. We would rather place an emphasis on student learning. That said, we are required to give grades, so here's how we plan on doing this:

Formative Assessments Formative Assessments are the things that help prepare students for academic success. This is where the learning is formed and opportunities to practice. Another way of looking at what formative assessments is to compare them to a physical where a doctor will see how healthy you are and if any changes need to be made to maintain or raise your health. After a physical, you may be told to work out more or eat your vegetables. In our case, this is where you see if you get it or not. If you do get it, you can move on. If you don't get it, this is where we fix the issue to help you be successful; we also do promote eating of vegetables.

Summative Assessments Summative Assessments are the things that measure how well you learned material before moving on to new items of study. This is where you prove you can do it or you know it. Formative assessments are designed to prepare you for the summative assessment. Practice makes progress.

Summative Assessment Retake: In order to retake a summative assessment students must do the following

- Complete a comprehensive study guide- provided by the teacher
- Complete all materials related to Unit of study
- New test score will replace the first test score
- Must be completed within one week of initial assessment

Trimester Grades:

Grading Breakdown: 90% Summative Assessments (Tests, quizzes and other assessments) 10% Formatives (Daily Assignments)	Grading Scale A 93.00 - 100% A- 90.00 – 92.99% B+ 87.00 – 89.99% B 83.00 - 86.99% B- 80.00 – 82.99% C+ 77.00 – 79.99% C 73.00 – 76.99% C- 70.00 – 72.99% D+ 67.00 – 69.99% D 63.00 – 66.99% D- 60.00 – 62.99% F 0 – 59.99%
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Grading modifications may be made for students with IEP or 504 plans.

Late Work Students are expected to complete practice work in preparation for the summative assessments. Practice work is expected to be completed before the summative assessment, but must be completed prior to re-assessment. Practice work will be accepted up until the last week of each trimester for credit.

Absent? If a student has an excused absence, she/he has two-days to make up the work per class missed. If the student knows about an absence ahead of time, arrangements should be made with the teacher to get the work that will be missed. Students should consult their study groups, learning target sheets, weekly emails, class website, and/or the teacher for missing work.

Grades Teachers will do their best to make the gradebook as up-to-date as possible. Students and parents are encouraged to check their grades regularly. If a student has a question about the overall grade or grade on an individual assignment, she/he should see the teacher before or after class.

Communication Students are encouraged and welcomed to address issues or concerns with their instructor. Self-advocacy is an explicit skill that will be worked on in this class. While we do understand a need for teachers and parents/guardians to talk, in most instances, conversations should begin between teacher and student.

Units of Study

Trimester I

WEEKs 1-3: Unit 1

Establishing an American Republic:
Chapters 1-2,4-5, and 8-12

WEEKs 4-6: Unit 2

Immigration and Industrialism and its impact :
Chapters 13-18

WEEKs 7-9: Unit 3

Expanding America's Global Influence Imperialism and WWI:

WEEKS Weeks 10-12: Unit 4

The Roaring 20's and The Great Depression

Chapter's 28, and 30-3

TRIMESTER 2

WEEKS 1-3: Unit 5

WWII and Postwar America:

Chapters 34-37 and 41

WEEKS 4-6: Unit 6

The Cold War :

Chapters 38-40, 42, and 50-52

WEEKS 7-9: Unit 7

The Civil Rights Movement:

Chapters 43-46

WEEKS Weeks 10-12:

The Making of Modern America:

Chapter's 53-56 and 58-59

Expectations The following values are expected from students on a daily basis:

- Relationships- As part of our classroom community, you should assume positive intentions of everyone and try to be a good person to those around you
- Respect- You should treat the classroom environment the way you would want to be treated. This includes your peers, school staff, the room itself, and the ideas and topics that guide our learning
- Responsibility- Because you are in high school, you should take responsibility for action or inaction
- Ethics- You should seek to make good choices based on the norms that govern our school and society
- Awareness- You should take responsibility to know how your decisions and choices affect you and those around you.

Finally... All school and district policies will be followed in this class (including the cell phone policy, so put your phone away which we both know is out right now...). Also:

1. I want you to be successful. Each student can learn, grow, and develop. My goal is to help you do so. If that means help you get into an Ivy, great. If that means to help you get to a passing grade, great. We have a variety of student needs in this class and I hope all students are ready for the next step in their lives. Moreover, while the next step may not be college, the goal is to prepare you should you decide later to enroll in college.

2. Being equitable is the goal. I hope at the end of the class you feel that you were treated fairly.

3. I want this class to help prepare you for the next level. If your parents/guardians were to call your college professor, your boss, or your drill sergeant, those people will hang up on them. I will not. I would prefer to initially deal with you if you have questions or concerns. That said, I recognize that we all have a stake in your

success and they play a valuable role in helping you be successful. So if you are not doing your part, I will contact them and they can contact me.

4. I've never failed anyone who has made a term-long effort to try. I don't plan on failing anyone in that situation. Students fail courses because they did not perform at a constant level of what they were capable of. If you do your best, ask questions, and make a consistent effort, you will be fine.

5. Writing and learning are a process of bettering yourself. I will not give you answers but will help you ask the right questions and find your answers. If you have questions or concerns, ask!