

Spaulding High School
HIS 301--United States History- Fall 2021
Credits: 1

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Course Description:

This United States History Course is designed to allow the student to critically think about the past and how the past connects to the current state of our nation. We will be studying United States history through the eyes of the ordinary and not-so-ordinary people who lived it. Their stories and the sources they left behind will help us to interpret, analyze, and evaluate a time period or an event and see how it shaped who we are today. I will be utilizing various reading/writing activities and projects that will focus on Spaulding High School's action plan to increase our student's literacy and problem-solving skills as well as a curriculum that meets state and local standards. This is a rigorous college preparatory course that will target primary source analysis and interpretation, critical thinking skills, writing, reading, research, test, and study strategies. All of these academic abilities are essential in order for my students to effectively transition from high school to college.

REQUIREMENTS FOR CREDIT:

- The and required standard RESEARCH is at a proficient level and a majority of the reporting standards are completed at a Proficient or Exemplary level (no standards are Beginning or No Evidence)
 - **Exemplary**= A majority of standards are Exemplary with the remainder being Proficient (earns credit)
 - **Partially Exemplary**= A majority of standards are Proficient with the remainder being Exemplary. (earns credit)
 - **Proficient**= All standards are Proficient. (earns credit)
 - **Partially Proficient**= A majority of the standards are Proficient with the remainder being Developing. None are Beginning or No Evidence. (earns credit)
 - **Developing**= A majority of the standards are Developing. (no credit)
 - **Beginning**= A majority of the standards are Beginning. (no credit)
 - **No Evidence**= There is not enough evidence to determine one or more standards. (no credit)

STANDARDS:

There are six reporting standards (proficiencies) that will be assessed throughout the units of study.

1. Argumentation
2. Causation
3. Comparison
4. Content
5. Document Analysis
6. Research (Required)- Will required the completion of an independent research project at a proficient level to earn course credit.

Each standard must be demonstrated throughout the US History course. The final "grade" will be determined using the Spaulding Course Performance Outline rubric found on the Spaulding website.

Standards and assessments will be assessed as being Exemplary(E), Proficient(P), Developing(D), or Beginning(B).

Materials/Text(s):

New Visions Social Studies Curriculum, New Visions for Public Schools, 2020.

History Alive! Pursuing American Ideals, Teachers Curriculum Institute, 2013.

Emma J Lapsansky-Werner, et al. *United States History: Modern America*, Pearson 2010.

Stanford History Education Group

DocsTeach, National Archives.

Each student will be required to bring to class the following materials:

1. **Three Ring Binder** ½"-1" (I have some binders available, but cannot guarantee one for each student).
2. **Writing Tools** i.e. pens, pencils, highlighter etc.
3. **Notebook**
4. **Chromebook (charged)**

Practice:

The majority of assignments during a unit of study will be practice of underlying historical skills which will be assessed during and at the end of a unit. Practice work may need to be revised before moving on to the next lesson in a unit.

Assessment/Reassessment:

Students who have not achieved proficiency are encouraged to review the material and skills and to reassess. Students may be asked to provide evidence that they have prepared for the reassessment. Not all assignments will be available for reassessment. Arrangements must be made in advance, before or after school, during class breaks, or after class.

Knowledge of course content will be reinforced and be assessed in a variety of ways which may include formal and informal quizzes, tests, and writing assignments. Students will be clearly informed in class and through Google Classroom when an assignment will be formally assessed.

Non-Negotiables and Classroom Expectations:

1. **Phones are away and silent;**
 - In a bag or pocket.
 - Not on the desk or behind your handbag.
 - If you need to use your phone, ask first.
2. **Your verbal and body language makes people feel welcome;** you are respectful of yourself, your environment, and those around you. You make an effort

every day to be inclusive of every person. Give people grace so we can help each other to be our best selves.

3. **You are ready to learn when the bell rings;** you are in class, on time with something to write with. Your Chromebook is charged. You're ready to get started on the Do Now or other beginning of class activity.
4. **You ask permission to leave the classroom;** you are thoughtful as to when is an appropriate time to leave. Know that you may have to wait. You will go where you say you are going and take a pass if necessary.
5. **You are in charge of your own learning;** class is what you make it. Being in class is the best way to learn. Participating in-class activities will help you and others learn more. If you miss class, check-in with the resources we have available to us and schedule time (Advisory) to get any extra help you need. You should be focused and engaged, whether we are working as a group or you are working independently.
6. **Don't touch the fans or adjust the windows without asking permission;** I have a system and I don't want my things moved.
7. **Don't line up at the door;** we only have 70 minutes together and I intend for you to use all of it. Packing up early or lining up at the door shows me you're done (see non-negotiable number two).
8. **Be adaptive and understanding;** We will all make mistakes over the course of the semester, including me! Making mistakes is an inevitable part of the learning process. Please be kind to others when they experience failure and learn from their mistakes.

Chromebooks:

You are expected to bring a charged device daily. These devices are for academic purposes only. If for whatever reason your Chromebook is not ready for class, it is your responsibility to sign out a backup before class begins.

Phones/personal electronics:

To minimize distractions during class, all phones will be silent and away (in a pocket or bag).

Smartwatches may be worn unless they present a distraction or students are assessing. Students directed to remove watches will place them in their pocket or bag for the remainder of the class.

Phones out without permission may be placed at the front of the room, at my desk, or in the office for the remainder of the class.

Failure to follow these expectations will result in an office referral.

Disruptive/inappropriate behavior: Zero tolerance.

If you cannot or will not behave in a respectful manner you will not be welcome in our classroom. To encourage and practice effective discourse, derogatory remarks, swearing or coarse language will not be tolerated.

Submission of Work

- a. Students should check Google Classroom daily for updates, announcements, and assignments. These will be continually posted, even as we are back to in-person learning.
- b. Deadlines are important. Know what the deadline is for work and submit work on time.
- c. If a student thinks they are going to need feedback from their teacher, submit work early enough **BEFORE** the deadline. Don't wait until the last minute. Feedback will be given in the order it was received.
- d. If a student is unable to submit work on time, students will be expected to email the teacher to complete work that was missed due to extenuating circumstances. (This is so helpful)

Active participation

- a. The school day is from 7:35-3:05. This is a student's time for learning. Students must be available for working with teachers during these hours.
- b. Expect to do a minimum of 1 hour of work per class per day.
- c. Student participation means asking questions and contributing ideas. It also entails reading and responding to feedback.
- d. Sign up for additional support during Academic Advisory.

Communication

- a. Check email **every day**. Respond within one to two school days. Teachers will do the same.
- b. Asking questions during class, posting questions to the classroom, or communicating questions by emailing the teacher is the **best way to get a quick response**.
- c. I will be in my classroom at 7:35 every morning. This would be an excellent time to check-in if you are not enrolled in an AM block course.

Academic Honesty

- a. Academic dishonesty includes, but is not limited to:
 - i. Copying work from another student (past or present)
 - ii. Sharing one's work with another student
 - iii. Copying work from the internet without proper citation and/or paraphrasing.
 - iv. Re-submitting previously submitted work
- b. Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
- c. Infraction consequences may include:
 - i. Redoing the assignment
 - ii. Loss of ability to earn Exemplary on those indicators/assignments
 - iii. Loss of embedded honors (Academic Dishonesty is not honorable)
 - iv. Loss of eligibility in NHS or Scholarships
 - v. Failure in the course

Call Back Day:

The final day of the semester will be an invite-only day for students who are reasonably close to passing but have not yet earned course credit. This means that the student can complete individual assessments in one class period (70 minutes) that could result in a change to their overall grade and receiving course credit. Students and families will be notified of an invitation to Call Back Day in advance.

Extra Help:

I will be available to students during Academic Advisory (bands A and C) and before school (most days). If an alternative time (after school) is best, please communicate that with me and I will do my best to work with you on finding a time that works for us both.

EMAIL- I will respond to email within 24 hours, during school hours and, during the workweek. All communication after the school day will be replied to by the following school day.

Optional Honors Credit: Honors designation is centered on students striving for greater breadth and complexity into the course material, and demonstrating greater commitment and rigor in doing so. Honors designation is for those students who wish to begin building the skills and habits necessary to complete advanced coursework. While the course teacher is there for consultation and guidance, much of this advanced coursework will be done independently by the student.

In order to achieve "Honors" status for the course, a student must:

- Be proficient in all performance indicators, therefore have an overall proficiency for the course.
- Complete an additional, advanced assignment for each unit/standard of the course.
- Pass all honors assignments. Each will be graded as Meets Honors Expectations or Not Yet.
- Complete all honors assignments by the deadline required. Each deadline will follow the completion of the unit/standard they are connected to.
- Honors students may be required to spend additional time, outside of class, to complete their assignments, some of which may involve investigations not covered in depth in the course content.
- To receive honors designation students must adhere to the SHS Code of Academic Honesty.

Students may choose, at any time, to terminate their honors option study. Termination will have no impact on course grades; students will simply not receive the honors designation on their academic records.