

## US History Syllabus

Mr. Klein      tony.klein@ankenyschools.org

Scheduled Assistance – Room 1410

Everyday: 8:00 to 8:20 and 8th Period

Monday-Thursday: 11:00-12:15

515-965-9610

**US History Techbook** - [Discovery Education](#)

## Academics

### **Assessments**

Progressing Level Assessments (for learning) will be used frequently to determine if we are progressing towards the standards and understanding of content for the chapter/unit. These will be used to provide feedback, determine the next steps that need to be taken to ensure individual learning and group progress towards course standards.

Meeting Level Assessments (of learning) will be used at the end of content units to determine if standards have been mastered. They will take various forms and may include traditional multiple choice, matching, and true/false questions as well as writing.

Advanced Level Assessments will be offered to students who want to show that their learning has surpassed what was expected for proficiency. Standard reassessment in this class occurs through the multiple and varied assessment process. Each content unit offers an opportunity to reassess multiple standards with most recent evidence holding priority for grading purposes.

### **Practice**

Practice will be offered as an opportunity to build skills and understand content. Practice will NOT be graded, but is expected to be completed by individuals or groups as assigned. Failure to take advantage of this opportunity to learn may result in the inability to successfully complete summative assessments.

### **Grading**

Assessment will determine 100% of your 18 week grade to ensure that grades reflect progress toward and achievement of the standards thus no extra credit/bonus points will be awarded for any reason. Grade determination criteria is mode and most recent evidence with at least 3 pieces of evidence being used for each standard by the end of the semester.

CHS Grading Scale				Performance Scale			
<b>A</b>	<b>92.5 - 100</b>	<b>C</b>	<b>72.5 - 76</b>			<b>4</b>	<b>Advanced</b>
<b>A-</b>	<b>89.5 - 92</b>	<b>C-</b>	<b>69.5 - 72</b>			<b>3</b>	<b>Meeting</b>
<b>B+</b>	<b>86.5 - 89</b>	<b>D+</b>	<b>66.5 - 69</b>			<b>2</b>	<b>Progressing</b>
<b>B</b>	<b>82.5 - 86</b>	<b>D</b>	<b>62.5 - 66</b>			<b>1</b>	<b>Beginning</b>
<b>B-</b>	<b>79.5 - 82</b>	<b>D-</b>	<b>59.5 - 62</b>			<b>0</b>	<b>Insufficient Evidence</b>
<b>C+</b>	<b>76.5 - 79</b>	<b>F</b>	<b>0 - 59</b>				

## Behavior

### The Jaguar Creed

The Jaguar Creed is the standard of expectations for every person at Centennial High School. We believe that a Jaguar...

- Cares first for others
- Respects the diverse natures and opinions of their peers and teachers
- Pursues excellence through hard work
- Creates a welcoming environment so every person feels valued and important
- Brings honor to themselves and their school through character and integrity
- Collaborates with peers to accomplish common goals

## **Work Habits**

These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

Performance Levels for Work Habits/Behavior Standards			
<b>MS</b>	<b>PM</b>	<b>DM</b>	<b>NE</b>
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence

The work habits tool can be accessed [here](#).

## **Attendance**

There is no substitute for the engagement between student, teacher and peers in the learning process. My ability to monitor your progress and address your individual learning needs will be a direct result of your being in class each day. Attendance is the best predictor of success in the classroom that I know of.

### **Synchronous Learning Days**

Students attend class and actively engage in learning.

### **Asynchronous Learning Days**

Students will be expected to spend approximately 30 minutes on asynchronous days (at home) with assigned activities like reading and practice. These will be provided in paper or electronic formats.

## **Due Dates & Deadlines**

Due dates are time expectations designed to assist students in successfully progressing toward learning goals. Deadlines denote the last chance to demonstrate learning.

**U.S. History Pacing**  
(all dates are approximate)

**Semester 1**

- Genius Hour 08/27 - 09/14
- Civil War and Reconstruction (Identity) 09/15 - 10/15
- Americans on the Move (Population) 10/16 - 11/05
- Industrialization (Change, Continuity, & Context) 11/06 - 12/01
- 1920s and Great Depression (Events) 12/03 - 12/22
- Genius Hour 01/04 - 01/15

**Semester 2**

- World War II (Events) 01/18 - 02/12
- Foreign Policy (Change, Continuity, & Context) 02/15 - 03/11
- Spring Break 03/12 - 03/19
- American Society & Culture (Population) 03/22 - 04/23
- Domestic Politics (Identity) 04/26 - 05/21
- Genius Hour 05/24 - 06/02

**CHS U.S. History Grade Level Standards**

**SS.USH.01 Students will critique primary and secondary sources.**

<b>Advanced</b> <b>The student demonstrates learning beyond the expectations of proficiency</b>	<b>Meeting</b> <b>The student demonstrates learning that meets the expectations of proficiency</b>	<b>Progressing</b> <b>The student demonstrates learning that partially meets the expectations of proficiency</b>	<b>Beginning</b> <b>The student demonstrates learning that begins to meet the expectations of proficiency</b>
<p>The student will</p> <p>synthesize the relationship between multiple primary and secondary sources.</p>	<p>The student will</p> <p>critique a primary source author's point of view.</p> <p>critique a secondary source author's point of view.</p> <p>critique a primary source's context</p> <p>critique a secondary source's context</p> <p>critique a primary source's accuracy</p> <p>critique a secondary source's accuracy</p> <p>critique a primary source's usefulness</p> <p>critique a secondary source's usefulness</p>	<p>The student will</p> <p>explain a primary source author's point of view.</p> <p>explain a secondary source author's point of view.</p> <p>explain a primary source's context</p> <p>explain a secondary source's context</p> <p>explain a primary source's accuracy</p> <p>explain a secondary source's accuracy</p> <p>explain a primary source's usefulness</p> <p>explain a secondary source's usefulness</p>	<p>The student will</p> <p>Demonstrate partial success with the content in the progressing level.</p>

Grade Level Standard: **SS.USH.02 Students will analyze human population movements, patterns, and interconnectedness.**

<b>Advanced</b> <b>The student demonstrates learning beyond the expectations of proficiency</b>	<b>Meeting</b> <b>The student demonstrates learning that meets the expectations of proficiency</b>	<b>Progressing</b> <b>The student demonstrates learning that partially meets the expectations of proficiency</b>	<b>Beginning</b> <b>The student demonstrates learning that begins to meet the expectations of proficiency</b>
<p>The student will</p> <p>evaluate patterns of and responses to immigration on American culture and law.</p> <p>evaluate the effects of population patterns within regions of the U.S. on social, political, and economic structures.</p>	<p>The student will</p> <p>analyze patterns of immigration on the development of American culture and law.</p> <p>analyze the effects of urbanization within regions of the U.S. on social, political, and economic structures.</p> <p>analyze the effects of segregation within regions of the U.S. on social, political, and economic structures.</p> <p>analyze the effects of voluntary migrations within regions of the U.S. on social, political, and economic structures.</p> <p>analyze the effects of forced migrations within regions of the U.S. on social, political, and economic structures.</p>	<p>The student will</p> <p>identify patterns of immigration on the development of American culture and law.</p> <p>identify the effects of urbanization within regions of the U.S. on social, political, and economic structures.</p> <p>identify the effects of segregation within regions of the U.S. on social, political, and economic structures.</p> <p>identify the effects of voluntary migrations within regions of the U.S. on social, political, and economic structures.</p> <p>identify the effects of forced migrations within regions of the U.S. on social, political, and economic structures.</p>	<p>The student will</p> <p>Demonstrate partial success with the content in the progressing level.</p>

**SS.USH.03 Students will analyze how identity influences historical events, trends, and movements.**

<p><b>Advanced</b> The student demonstrates learning beyond the expectations of proficiency</p>	<p><b>Meeting</b> The student demonstrates learning that meets the expectations of proficiency</p>	<p><b>Progressing</b> The student demonstrates learning that partially meets the expectations of proficiency</p>	<p><b>Beginning</b> The student demonstrates learning that begins to meet the expectations of proficiency</p>
<p>The student will</p> <p>evaluate the impact of individuals and/or reform groups on changes to civil rights and liberties.</p> <p>evaluate how the interconnected nature of region, race, ethnicity, gender, and other perspectives influence American history and culture.</p>	<p>The student will</p> <p>analyze the impact of individuals on changes to civil rights and liberties.</p> <p>analyze the impact of reform movements on changes to civil rights and liberties.</p> <p>analyze how regional perspectives influenced American history and culture.</p> <p>analyze how racial perspectives influenced American history and culture.</p> <p>analyze how ethnic perspectives influenced American history and culture.</p> <p>analyze how gender perspectives influenced American history and culture.</p>	<p>The student will</p> <p>identify the impact of individuals on changes to civil rights and liberties.</p> <p>identify the impact of reform movements on changes to civil rights and liberties.</p> <p>identify how regional perspectives influenced American history and culture.</p> <p>identify how racial perspectives influenced American history and culture.</p> <p>identify how ethnic perspectives influenced American history and culture.</p> <p>identify how gender perspectives influenced American history and culture.</p>	<p>The student will</p> <p>Demonstrate partial success with the content in the progressing level.</p>

Grade Level Standard: **SS.USH.04 Students will analyze change, continuity, and context.**

<b>Advanced</b> <b>The student demonstrates learning beyond the expectations of proficiency</b>	<b>Meeting</b> <b>The student demonstrates learning that meets the expectations of proficiency</b>	<b>Progressing</b> <b>The student demonstrates learning that partially meets the expectations of proficiency</b>	<b>Beginning</b> <b>The student demonstrates learning that begins to meet the expectations of proficiency</b>
<p>The students will</p> <p>evaluate the extent of change or continuity across eras and places of study from civil war to modern America.</p> <p>evaluate the context of change or continuity across eras and places of study from civil war to modern America.</p> <p>rank the most important inventions or innovations on society and culture.</p>	<p>The student will</p> <p>analyze change across eras and places of study from civil war to modern America.</p> <p>analyze continuity across eras and places of study from civil war to modern America.</p> <p>analyze context across eras and places of study.</p> <p>evaluate the impact of inventions and technological innovations on society.</p> <p>evaluate the impact of inventions and technological innovations on culture.</p>	<p>The student will</p> <p>identify change across eras and places of study from civil war to modern America.</p> <p>identify continuity across eras and places of study from civil war to modern America.</p> <p>identify context across eras and places of study.</p> <p>explain the impact of inventions and technological innovations on society.</p> <p>explain the impact of inventions and technological innovations on culture.</p>	<p>The student will</p> <p>Demonstrate partial success with the content in the progressing level.</p>

**SS.USH.05 Students will explain historical events or developments and analyze their causes and effects.**

<b>Advanced</b> The student demonstrates learning beyond the expectations of proficiency	<b>Meeting</b> The student demonstrates learning that meets the expectations of proficiency	<b>Progressing</b> The student demonstrates learning that partially meets the expectations of proficiency	<b>Beginning</b> The student demonstrates learning that begins to meet the expectations of proficiency
The student will  rank the most important causes of historical events.  rank the most important effects of historical events.	The student will  explain multiple and complex causes of historical events.  explain multiple and complex effects of historical events.	The student will  identify multiple and complex causes of historical events.  identify multiple and complex effects of historical events.	The student will  Demonstrate partial success with the content in the progressing level.