

**Course Description:** US History is a junior level history survey course in which students examine the growth and development of the United States. The second trimester of the course covers the colonial period through (roughly) 1900. As it is a survey course, we will cover the breadth of this time period, but will focus specifically on certain events and eras in order to fully understand greater themes and trends in American History.

**Essential Questions:** These broad questions will be discussed as we move throughout our studies this year:

1. How do we interpret the voices of the past to accurately grasp the realities of American history?
2. How have the ideals of life, liberty and equality been achieved throughout American history?
3. How has power been balanced between the people and the government throughout times of peace and turmoil?

**Essential Skills:** These vital skills will be our focus throughout this year:

- Reading: Gathering, understanding, retaining and applying information from non-fiction texts
- Research: Asking critical questions and seeking knowledge independently with the many resources at our disposal
- Communication: sharing information and knowledge with others both in writing and in speech

**Required Materials:** Bring to class DAILY: *The Americans* iBook, pen/pencil, iPad, a notebook or binder for note-taking (binder/notebook organization will be covered on Day 2). A stylus is also recommended.

**Required Apps:** Google Drive, Docs, Classroom

**Required Daily Activities:** Students are expected to complete the following activities daily, whether they are at school or not:

- Checking email: Students should check their school email a MINIMUM of twice daily – in the morning before school and in the evening. (NOTE: Ms. Libby does not respond to emails after 4pm, unless announced otherwise.)
- Visiting Ms. Libby's website: The website is updated daily with agendas, assignments and announcements from Ms. Libby. Students are responsible for knowing and understanding in the information posted, and seeking clarification when it's needed.

**Essential Assignments:** The exams in US History Term One are considered ESSENTIAL ASSIGNMENTS. Students who fail to complete essential assignments will receive an INCOMPLETE for the course and will not receive credit for the course. All exams are cumulative; each covers new material, as well as reviews prior material and its connections to the new knowledge gained. **Additionally, in Term B of US History, the Research Paper is an Essential Assignment.**

**Classroom Policies:** Behavior in the classroom should be guided by one simple word: respect. In this case, respect is demonstrated by not engaging in activities that will distract **anyone** from completing tasks in our learning environment. Students must adhere to all the rules of Saint Mary's College High School as they are spelled out in the Student-Parent Handbook. Pay particular attention to the sections dealing with academic integrity, dress code, and the use of electronic devices.

**Contact Information:**

Website: [teacherlibby.weebly.com](http://teacherlibby.weebly.com)

Email: For students: [klibby@smpanthers.org](mailto:klibby@smpanthers.org) For parents: [klibby@stmchs.org](mailto:klibby@stmchs.org)

**Types of Assessments and Learning Activities:** Activities will include reading and evaluating source material, debates, writing, public speaking, class discussion and more. The purpose of every learning activity is for the student to gain new knowledge *and* skills. Assessments (graded and ungraded) will be examined for the development of both knowledge *and* skill gained from the learning activities.

Assignments and Activities in this class will generally fall into one of two categories: *input* or *output*.

- **Input:** Centered on gathering or gaining new knowledge. Give students background knowledge and context necessary to complete assessments. May look like: reading outlines, annotations, notes, more. These assignments will have a direct impact on a student's Habits of Scholarship grade (*and an indirect impact on their letter grade for the course, as a student will need to complete these assignments in order satisfactorily complete output activities.*)
- **Output:** A student is demonstrating knowledge and/or skills. May look like: tests, quizzes, TCECC writing, projects, research writing, presentations, debates, more. *These assignments will have a direct impact on academic letter grade in the course, as well as an impact on their HoS grade.*

### **Late Work**

In the rare instance that unforeseen problems arise and a student cannot submit work on or before the due date, the student must contact the teacher as soon as the conflict is recognized, *prior to the due date*, either in person or by email. *If the teacher approves* late submission, the teacher will establish new due date for submission. Except for extraordinary cases (eg, medical or family emergency), late submissions must be made within **three days** of the original due date.

All work submitted late without prior approval will receive an "I" score for Incomplete which is the equivalent of a failing grade.

### **Absent Work**

Students who miss a scheduled quiz or exam for a VALID reason (eg, illness, approved family emergency) are responsible for rescheduling their quiz or exam within three days of returning to school. A student who fails to take a missed quiz or test will receive an "I" for the assessment and have the assessment marked as missing.

Students are also responsible for all work due and assigned during their absence. As the majority of assignments are submitted electronically, absence may not excuse a student from turning assignments in on time without teacher approval.

### **Retakes/Retests**

Retakes/retests will be offered for unit exams ONLY. Retakes will be offered at A-Block within one week of the original exam's return. Retakes will be taken of the entire exam and the grade received will replace the entire exam grade, *regardless of whether the retake score is higher or lower than the original*. In order to take a retake an exam in Ms.

Libby's class, students must:

1. Check with Ms. Libby to verify student has demonstrated appropriate Habits of Scholarship in order to qualify for retake.
2. Confirm with Ms. Libby the date/time of retake.
3. Complete a test revision or other assigned review material and submit PRIOR to taking retake.
4. Show up on time, with review materials, for retake. Failure to attend, or show up on time, may result in loss of ability to retake exam.

### **Cheating and Plagiarism**

Any student who is found to have cheated on or plagiarized an assessment will receive a grade of I for that assessment, may receive U mark for the grading period for their Habits of Scholarship, will be reported to the Dean of Academics, and is liable to have co-curricular eligibility suspended. (Cheating, including plagiarism, is fully defined in the Student-Parent Handbook.)

Plagiarism or any other form of cheating on practice-oriented homework will be determined by the teacher and reported to the administration.

## Grading

All graded assignments and assessments will fall into one of the following categories listed below. All grades will be reported using letter grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F and I). The mark of “I” is reported for any assessment a student fails to submit, is incomplete, or is a product of cheating. The “I” mark indicates that the student has not provided evidence of learning, thus preventing the teacher from making a determination of the student’s level of achievement of the course outcomes being assessed. Consult the late work and absent policies, as well as Ms. Libby, to determine if an “I” on a missed or late individual assessment may be replaced.

A final summative grade of “I” will be assigned at the end of the term when a student does not complete all the essential assessments for the course as determined by each academic department. Under normal circumstances, this final grade of “I” is a permanent grade. The “I” grade is the equivalent of an “F” grade and is calculated in the student’s GPA.

	<b>Methods of Assessment include (but are not limited to):</b>	<b>Percent of total trimester grade:</b>
<b>Content Knowledge</b> <i>What vital information do you know? Is it accurate? Is it useful, timely and appropriate to the task?</i>	<ul style="list-style-type: none"> <li>quizzes, tests, exams</li> <li>discussion</li> <li>reading comprehension</li> <li>constructed response or short answer response writing</li> </ul>	<b>15%</b>
<b>Analysis and Reasoning</b> <i>How do individual parts make up the whole? What are the smaller pieces of the historical picture? What are the different perspectives or sides to the issues and events?</i>	<ul style="list-style-type: none"> <li>source analysis</li> <li>TCECC writing</li> <li>discussion</li> </ul>	<b>40%</b>
<b>Synthesis</b> <i>How do events, ideas, etc. relate? What is the bigger historical picture? What trends and themes are we covering?</i>	<ul style="list-style-type: none"> <li>projects</li> <li>presentations</li> <li>seminars/discussions</li> <li>writing (TCECC paragraphs, analysis, comparison, synthesis essays)</li> <li>term paper</li> </ul>	<b>20%</b>
<b>Research Paper</b> <i>Prompt handed out separately</i>	<ul style="list-style-type: none"> <li>Formal research paper</li> </ul> <p><b><i>This is an ESSENTIAL ASSIGNMENT. Students who fail to complete essential assignments will receive an “I” for the course and will not receive credit for the course.</i></b></p>	<b>20%</b>
<b>Public Expression</b>	<ul style="list-style-type: none"> <li>seminars/discussions</li> <li>presentations</li> <li>debate</li> </ul>	<b>5%</b>
<b>Habits of Scholarship</b>	<p>A “Habits of Scholarship Mark” will be reported that is separate and distinct from the grade for academic achievement. It communicates student effort, behavior, ability to meet deadlines, &amp; improvement.</p> <p>The grades represent the following:</p> <p style="text-align: center;">E = Exceeds Expectations and Standards  M = Meets Standards  U = Unsatisfactory (Below standards)</p>	<b>0%</b>

For more information on the school-wide grading policies and practices, please visit the [Rigor with Redemption](#) page on the St. Mary’s College High School website.