

<b>Course Name</b>	<b>Instructor</b>	<b>Instructor E-mail &amp; Availability</b>
<b>US History</b>	Mr.Boylls	NSBOYLLS@aps.k12.co.us
<b>Course Website</b>	<b>Class Meeting Times &amp; Location:</b>	<b>Prerequisites</b>
N/A	Periods 1,2,5,6,7 RM 312	Global Studies (9th Grade Requirement)

### Course Description

This course examines the major turning points in American history including the events leading up to the Civil War and Reconstruction, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the US as a world power, the Cold War and the struggle to achieve class, ethnic and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into our analysis of international conflict and cooperation.

The curriculum and academic expectations will be differentiated to accommodate different learning styles and abilities. Current events are integrated into the curriculum on a daily basis so that students can see modern connections between then and now. If you don't currently follow current events, now is the time to begin. It will enhance your understanding of history and make you a more civic-minded and conscientious citizen.

### Standards

Standard 1.1.C - Construct and defend written arguments using relevant primary and secondary sources.  
 Standard 1.1.A - Evaluate a historical source for Point fo View and historical context  
 Standard 1.1.B - Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the internet, to support or reject hypotheses.

### Learning Outcomes by Quarter

Quarter 1

I can identify and analyze the cause of a significant event in U.S. history.

I can identify and analyze the effect/impact of a significant event in U.S. history.

I can make/draw a connection between causes and effects/impacts of a significant eve



nt(War) in U.S. history.

Quarter 2

I can identify a historical claim support it with relevant evidence

I can identify primary and secondary sources.

I can analyze and evaluate sources for relevancy.

I can construct a written historical argument by defending my claim with relevant evidence.

Quarter 3

I can evaluate sources and identify different perspectives.

I can analyze sources to develop my own perspective on an event in US history.

Quarter 4

I can analyze a source for reliability, validity and credibility.

I can interpret primary and secondary sources in order to summarize and contextualize (what and why)

I can evaluate primary and secondary sources for reliability, validity and credibility.

I can use contradictory data to refute or strengthen a point of view.

**Required Supplies**

### Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

### NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

**Technology:** Technology is a necessary tool in the classroom. However, students must not use their technology for personal or social reasons in the academic setting. Therefore, a stoplight metaphor will be used. It is as follows:

Green: Please take out your electronic devices. We will be using them in class today.

Yellow: Electronic devices may be used for personal listening with headphones.

Red: Electronic devices should be put away and silenced.

Should a student violate these policies, they will be given a verbal warning to put the device away and silence it. If technology is a continued issue, then the device will be taken away by the teacher and locked until after class is released. Parent or coach contact may also be initiated.

**Late Work:** Late work is accepted until the end of the unit. There is no penalty for late work as long as it is turned in by the end of the unit. All assignments are posted on Google Classroom; late work should be turned in via that platform.

**Plagiarism:** Plagiarism (the practice of taking someone else's work or ideas and passing them off as one's own) is not tolerated. Students will always have the option to redo their work without penalty should plagiarism be discovered.

**Tear off and return THIS PAGE only and return to \_\_\_\_\_(teacher).**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_