

Colorado Standard 1: Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

Sub standard a: Evaluate a historical source for point of view and historical context.

Sub standard b: Gather and analyze historical information, including contradictory data from a variety of primary and secondary sources to support or reject hypotheses.

Sub Standard c: Construct and defend a written historical argument using relevant primary and secondary sources.

Sub Standard d: Differentiate between facts and historical interpretations, recognizing that a historian reflects his or her judgment about the significance of popular facts.

Colorado Standard 2: The concepts of continuity and change, cause and effect, complexity, unity and diversity over time.

Sub Standard a: Analyze continuity and change in eras over the course of the United States history.

Sub Standard b: Investigate causes and effects of significant events in the United States history.

Sub Standard c: Analyze complexity of events in United States history.

Sub Standard d: Examine and evaluate issues of unity and diversity from reconstruction to present.

Colorado Standard 3: The significance of ideas as powerful forces throughout history.

Sub Standard b: Investigate the historical development of and impact of major scientific and technological innovations.

Sub Standard c: Evaluate the Historical development and impact of political thought, theory and actions.

Sub Standard d: Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity.

Sub Standard f: Describe and analyze the historical development of arts and literature on the culture of the United States.

Learning Outcomes by Quarter

Each quarter builds on the learning outcomes from the previous quarter.

Quarter 1: Civil War, Reconstruction

1. We will identify the process in which historians write history
2. We will identify the difference between a primary and secondary source
3. We will write an essay with a strong thesis statement using primary and secondary sources
4. We will understand how to identify bias
5. We will analyze maps and political cartoons
6. We will gather evidence and construct and defend a historical argument
7. We will make historical connections to current events

Quarter 2: Industrial Era, Progressive Era, WWI, Great Depression

1. We will use strategies to review a primary or secondary source
2. We will use strategies to differentiate between facts and interpretations

Quarter 3: WWII, Post War Life, Cold War

1. We will evaluate the validity of primary source documents

Quarter 4: Civil Rights, Vietnam, Terrorism, Gentrification

1. We will investigate our community and relate the trends we find to historical trends

Required Supplies

- Writing Utensil
- Notebook or binder with loose leaf paper
- Internet access (either via a phone or laptop, there will be devices available)

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 pickup 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 makeup 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.

Classroom Policies

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:
