

# United States Studies: Reconstruction to the Great Depression

Ms. Meller-Angus

Hours: 7:45 to 3:45

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## COURSE CONTENT

**Students will examine these periods of history as a historian. Emphasis is placed on evaluating historical evidence, understanding different points of view, and creating historical interpretations of events that have shaped the U.S.**

Tools of a Historian	Progressive Era
America's Founding Documents and Ideals	Foreign Policy and the Spanish-American War
Reconstruction	Realism v. Idealism in American Foreign Policy
Settlement of the West	World War I
Immigration	Politics and Pop Culture of the Roaring '20s
Rise of Industry and Labor's Response	

## TOOLS FOR LEARNING

To successfully participate in this class, students should bring the following materials EVERYDAY: U.S. Studies notebook, pen, pencil, and agenda! Additional learning materials will be provided to students in class. Examples include readings, discussion questions, study guides, and graphic organizers.

## TEXTBOOKS

Students will be provided a classroom textbook that DOES NOT leave the room. A personal textbook for school/home may be checked out from the Media Center. Students are responsible for the care of these textbooks; any damage may result in fines.

The textbook is also online ([www.learntci.com](http://www.learntci.com)) for easy access at home/school. The TCi website also offers review activities, an online glossary, and other student tools. Students will create a username and password to create an online textbook account.

## HOW STUDENTS WILL BE GRADED

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100 percent scale.
- When a rubric is converted to a letter grade, the 0-100 percent scale will be employed.
- Categories/Weighting in Infinite Campus: A student's total grade for United States Studies will be based on **100% Summative Assessments**.

## CLASS ASSESSMENTS

A variety of assessments will be used to measure a student's progress towards meeting the course standards. Those assessments include the following:

- Formative: Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. Examples include:
  - Entrance or exit tickets
  - Independent practice work
  - Quizzes
- Summative: Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. Examples include:
  - Short answer responses
  - Essay responses
  - Student-developed products

## GRADING SCALE

	Exceeds	Secure			Developing			Beginning				NOT
Minimum Percent	100-92.5	89.5	86.5	82.5	79.5	76.5	72.5	69.5	66.5	62.5	59.5	59 and below
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

## BOARD APPROVED STANDARDS

- 8.01 Analyze the role of individuals and groups within a society as promoters of change or the status quo and how an individual is impacted by society.
- 8.02 Understand the interconnectedness of economies and how government could impact the economy.
- 8.03 Examine how human and geographic factors effect the distribution of resources impacting the development of society and the movement of people and ideas.
- 8.04 Understand how and why people create, maintain or change systems of power, authority and governance.
- 8.05 Determine cause and effect relationships and other historical thinking skills in order to interpret events and issues.
- 8.06 Examine the functioning of government established by the Constitution.
- 8.07 Analyze the role of the United States in foreign policy.
- 8.08 Communicate historical learning to a variety of audiences using a variety of formats.
- 8.09 Understand historical patterns, periods of time, and the relationships among these elements.

## **GUIDING PRACTICES**

### **Multiple and Varied Assessment Opportunities (including Retakes)**

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, but always at the instructor's discretion. Additional opportunities may include retakes of an alternate form of an assessment (e.g. Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g. an oral response rather than a written test).

Guidelines for retakes include the following:

- Students will be provided the opportunity to be reassessed (i.e. retakes and homework).
- Teachers determine appropriateness and authentic need for reassessments.
- Generally, reassessments will be limited to one retake per assessment. Additional reassessments will be provided at the discretion of the teacher.
- Retakes will be taken within a reasonable time frame that the teacher determines and informs students of in advance.

Retakes will be allowed only after students have demonstrated an improvement in their learning. The process required to complete a reassessment will be determined by the teacher and communicated with students. An active effort to relearn/review material is expected, and may include meeting with the teacher, reviewing missed answers, completing additional independent practice, etc. The retake score will replace the original assessment score.

### **Homework/Independent Practice**

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Students are expected to use an agenda (print or electronic) to responsibly monitor and track assigned independent practice work. Any due dates for independent practice will be given during class, posted on the Agenda Board, and can be found on the School Fusion website. Please note, however, that daily assignments are ALWAYS due the following class, unless noted otherwise!

All assignments are expected to be completed to a high quality and on time, and must be completed before the assessment is taken.

### **Extra Credit and Bonus Points**

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

## **Behavioral Expectations**

The vision of the Ankeny Community Schools is that behavior will be reported separately from academic achievement. Behavior expectations for this course are centered on these three principles:

### **Be safe. Be responsible. Be respectful.**

- Treating everyone, including the teacher, with respect.
- Using kind words and actions towards others.
- Doing everything you can to help yourself and others learn.

All Northview rules are expected to be followed. Cell phones are allowed only with permission!

## **MAKE-UP WORK**

Northview's policy for make-up work is 2 days for every day absent. More time may be given, depending on the situation. It is the student's responsibility to collect any make-up work the first day back. All make-up work can be found in the "Were You Absent?" file box, and is organized by date.

If a student knows that he/she will be gone ahead of time, they are expected to complete any work before the absence. This includes vacations, school activities, appointments, etc.

## **HELP/RESOURCES**

Help/support can be provided through the following:

- Study Hall – Get a pass to come in for additional support/instruction as needed.
- Before/After School – Make an appointment and get a pass to come in for help.
- Wednesday Flex – Designed to offer support and enrichment to every student.
- School Fusion – Access lessons, assignments, and materials for class online!