

U.S. History

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Learning Targets: Learning Targets are central to this class. Learning Targets are used to guide my teaching and student learning. We expect students to understand and keep track of their own learning. At any point in the year, you should be able to ask your student where they stand on any learning target. The following learning targets represent the skills students will leave U.S. History with at the end of Trimester 1. These targets are assessed throughout the trimester. The gradebook will reflect each learning target with formative and summative assessments.

Trimester 1 Learning Targets:

Essential Question - How was the United States set up to have a division between North and South?

Unit 1 Exploration and Colonization - (approximately 2 weeks)

1. Understand the reasons for American colonization
2. Understand the effect of early colonization on Native Americans
3. Understand the differences between the Industrial North and the Agricultural South

Unit 2 Revolution and Federalism - (approximately 3 weeks)

1. Understand why the Colonies declared their independence from Britain
2. Analyze the factors that led to the Americans defeat of the British.
3. Understand the differences between the Federalists and Antifederalists and how the debate is still being played out today.

Unit 3 Antebellum America (approximately 3 weeks)

1. Understand the changes in the Presidency from Jefferson to Jackson
2. Understand the role that Manifest Destiny played in Western Expansion
3. Understand how Slavery and The South evolved in the first half of the 19th Century

Unit 4 Slavery and the Start of the Civil War (approximately 2 weeks)

1. Understand the main cause of the Civil War (slavery) and some of the events that accelerated the crisis.
2. Understand the impact and implications of slavery on the United States and on the division between north and south.

Unit 5 The Civil War

1. Understand the reality of what life was like during the Civil War for the soldiers and the people back home.
2. Understand the greatness of the Lincoln presidency
3. Understand the why the North was victorious in the war

Trimester 2 Learning Targets

Unit 6 Reconstruction and the Western Frontier

1. Understand the conditions of the post Civil War South and the federal government's policies for rebuilding the South.
2. Understand the triumphs and challenges for African Americans in the post Civil War South.
3. Understand the reasons for the collapse of Reconstruction
4. Understand the settlement of the Great Plains and West during the late 1800's and it's effect on Native Americans

Unit 7 Imperialism and World War I

1. Understand how America's role in the world changed in the early 20th century.
2. Understand the causes of WWI and why the US intervened

Unit 8 Progressive Era

1. Understand the rise of the industrial America and how the poor conditions led to Labor Unions.
2. Understand how government was used to bring progressive reforms to the masses
3. Understand how women were able to gain suffrage.
4. Understand the cultural impact of the 1920's as a reaction to WWI and the Progressive era.

Unit 9 Great Depression/ New Deal

1. Understand how booming economies, deregulation and corruption lead to economic depressions.
2. Understand the impact of depressions on American economy and culture.
3. Understand why government programs implemented to help during a depression, on both the economy and the morale of the people.

Unit 10 WWII

1. Understand the causes of WWII
2. Understand the experiences that Americans went through during the war
3. Understand the reasons why President Truman dropped that Atomic Bomb on Japan and the repercussions on that decision

Trimester 3 Learning Targets

Unit 11 1950s/Beginnings of the Cold War

1. Understand the causes of the Cold War.
2. Analyze the post war economic boom and the fear Communism
3. Understand the competition between the United States and the Soviet Union

Unit 12 The Civil Rights Movement

1. Understand the development of different rights movements in the 1960's and analyze the social and political impact those movements had on the United States.

Unit 13 The Vietnam War Era

1. Understand the causes of US involvement in Vietnam.
2. Trace the evolution of public support for American involvement in Vietnam and the factors that played a role in shaping it.
3. Understand the Watergate scandal and the emerging distrust of government.

Unit 14 The 1980's and the Fall of Communism

1. Understand the causes and implications of the Iran Hostage crisis
2. Understand how the US was able to win the Cold War
3. Understand the causes and effects of the Gulf War

Unit 15 The 1990s and Beyond

1. Understand the Clinton administration and the economic boom of the 1990's.
2. Understand the September 11th terrorist attacks and the government's anti-terrorism efforts.
3. Understand and analyze the wars in Iraq and Afghanistan.
4. Analyze the historic 2008 election and the social and political implications of the Obama administration.

Instructional Philosophy:

- Students will demonstrate high levels of authentic achievement as measured by essential standards and formative and summative assessments.
- We will foster a sense of community and belonging.
- We will set demanding expectations
- We will interact personally with each student every day.
- We will foster collaboration and critical inquiry in a student-centered learning environment.
- We will give timely and effective feedback on assessments to help students know what they need to do in order to reach grade level targets.

Overall grade: The overall grade will be made up of 2 categories: Formative Assessments (20%) and Summative Assessments (80%). Behavior grades will not be calculated into the final percentage, but it will be assessed.

Formative Assessments: Homework and formative assessments comprise 20% of a student's overall grade and will be emphasized as essential pathways to the understanding of U.S. History learning targets. I believe students need to use homework/formative assessments as practice for final summative assessments. This recording will help me track students' progress and find where each student may need specific help.

Summative Assessments: This category makes up 80% of students' grades in the course. It is my intention to have this section clearly reflect what each student *knows* in a detailed and specific manner. To help make grades more clear and useful, I have prepared a detailed set of learning targets for students to master throughout the trimester. Unit exams and projects will be recorded in this category.

Late Work: I will accept formative assessments until the date of the summative assessment. NO formative assessment will be accepted after the unit assessment. If you are absent for a summative assessment you required to turn in all formatives on the date you take the summative.

Retakes: Assessment Corrections: Students will have the ability to earn back up to ½ the points they lost on the Summative Assessment. In order to do corrections on a summative assessment, students must have ALL graded formative assessments turned in by the end of the school day the day of the Summative Assessment. Students will have ONE WEEK from the date which the Summative Assessment is returned to complete the corrections. Generally speaking, **revisions MAY NOT be done at home**. You may come in before or after school to work on your revisions in my classroom. You may also utilize lunch lab or academic seminar to complete revisions, however you are responsible for talking to me in advance so I am able to organize this for you.

Scoring: Each Learning Target will be graded out of 10 points and recorded as an individual component in the gradebook. In general, scores will correspond with the following levels of achievement; however, specific learning targets and assessment scores will be provided throughout the course. Formative and summative assessments that are more than 10 questions will be scaled down to fit in the 10 point scale. For example, if a summative assessment is 20 questions and you answer 15 correctly (75%) your score in the grade book will be a 7.5 out of 10.

Rubric Score	Description of Achievement
10, 9.5 & 9 (A range)	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.

8.5 & 8 (B range)	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (that were explicitly taught in class)
7.5 & 7 (C range)	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
6.5 & 6 (D range)	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
5.5 ↓ (failure range)	The student did not participate or turn in any knowledge to be assessed or the level of achievement on assessment did not meet expectations.

JFK Attendance Policy: Per trimester – A student who has accumulated four or more unexcused absences in a class will not earn credit for that class unless the student makes up the academic time. Please see the student handbook for the procedure to make up unexcused absences.

Opportunities for Extra Help: I am available in room 111 for extra help before school most days, beginning at 7:15am and after school until 3:30 pm. It is your responsibility to make arrangements with me if you are unable to come in during these designated times.

I am excited for this school year and I look forward to getting to know all of my students and their families! Please feel free to contact me at any time to discuss any questions you may have.