

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. I 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 did the North and the South differ and how did those differences lead to division and ultimately civil war?

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

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. Because I believe the formative assessments are the building blocks to success on the summative assessment, for the most part students will be able to use homework/formative assessments on the summative assessments. There will be occasions when formatives are not allowed, but students will be told ahead of time. Recording scores on formative assessments 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: All classwork is due by the end of the class period unless otherwise stated by the teacher. For the most part, you will have enough time in class to complete all formative assessments. It is your responsibility to use that time to complete the work. If we assign homework, it will be due at the start of the next class period. No credit will be given for late formative assessments.

Retakes: In order to revise a summative assessment, the following is required:

1. All formative assessment must be turned in COMPLETED. Revisions or retakes are not allowed if any formatives are missing or incomplete. You will not receive points for any late formative assessments.
2. Revisions can only be done in class with Ms. Leicher before or after school. It is the responsibility of the student to set up a time to do revisions with the teachers. Lunch lab and academic seminar may be used to complete revisions, but it is the responsibility of the student to speak to the teachers to set this up in advance. Lunch lab requires at least one day notice.
3. All summative assessment retakes, revisions, and makeups (including if you are absent on the day of a summative assessment) must be completed within ONE WEEK from the date the summative assessment is scored and returned to students.
4. **Retake and revision scoring:** Students will have the ability to earn back up to $\frac{1}{2}$ the points they lost on the Summative Assessment. For example, if a student earned a 6 out of 10 (60%) on the summative assessment, a retake would allow the student to raise his/her grade to a maximum of 8/10 (80%)

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: Ms. Leicher is available in room 111 for extra help before school most days, beginning at 7:15am and after school until 3:30 pm. However these times may change, so it is your responsibility to make arrangements with me if you plan on coming in before or after school.

I am excited for this school year and we 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.

