SYLLABUS: US HISTORY

**MS. KASPER**

**ROOM 119**

**SOCIAL STUDIES DEPARTMENT**

**Email :** [**nadine.kasper@jefferson.kyschools.us**](mailto:nadine.kasper@jefferson.kyschools.us)

**Website :** [**http://nkaspers.weebly.com/**](http://nkaspers.weebly.com/)

**Remind.com** **81010 @H801 @H802 @H803 @H804 @H805**

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They also must be able to apply the content perspectives of several academic fields in the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

**Topics:** **Units of Study**

**Grading:**

A.......Above Standards................................ 90–100%

B.......Meets Standards.................................. 80–89%

C.......Approaching Standards........................70–79%

D.......Below Standards..................................60–69%

U.......Substantially Below Standard…….Below 60%

4=Distinguished……...…………………….… 100%

3=Proficient………………………………….… 88%

2=Apprentice………………………………..…. 78%

1=Novice………………….………………….... 68%

\*All novice work and below must be redone.

**Grade Distribution:**

* Student Mastery ……………….. 50%
* Student Progress ...……….…….. 30%
* Student Engagement……………. 20%

Cycle 1: The New World and the Old World (1492-1783)

1. Native Americans and the Great Convergence
2. Colonization of North America
3. American Revolution

Cycle 2: A New Order for the Ages: Out of Many, One (1776-1837)

1. Constitution and Bill of Rights
2. Growth of Democracy

Cycle 3: A Nation Coming Apart (1803-1860)

1. Westward Expansion
2. Social Reforms and the industrial Revolution
3. The Courage of African Americans
4. Sectionalism

Cycle 4: A House Divided (1819-1865)

1. The Civil War

**Primary Text:** United States History by Houghton Mifflin Harcourt and corresponding workbook if assigned

**Secondary Text**: United States through Industrialism, by History Alive, and We the People: The Citizen and the Constitution

**Expectations:** Students are required to keep an Agenda Planner. Each student is expected to maintain a notebook of class notes throughout the course in addition to keeping up with all assigned reading for the class. Also, they will be required to complete multiple tests, quizzes, projects, and assignments for each unit along with completing a unit culminating assessment. Students and parents should check parent portal, the HMH Player App or website, and the website weekly for important information, extension activities, and assignments.

**Homework:** Homework will be assigned weekly. Ms. Kasper will post it by Monday of each week on the website, and hand out a homework slip. Occasionally, things will be added as needed and not included on this weekly sheet or list.

* *Vocabulary work*. Students will have 10 vocab words per a week to work with, and it will be due on Fridays.
* *Current Event Articles (CEJs*): Students will be assigned news articles to read and analyze. The format must be followed and these are due on Thursdays when assigned.. These will be assigned and turned in via google classroom.
* *Edpuzzle.com video:* Due on Fridays when assigned.
* *HMH online textbook assignments*: Due as needed for class learning.
* *Projects:* Students will receive 1 major project per a unit that will require outside work.

**Make-up Work:** A student returning to school after an excused absence or suspension may request make-up work within three school days of his or her return to each class. The student will have the number of school days of absence or suspension plus one school day from the time he or she receives the make-up work to complete the work and submit it to the teacher. Failure to do this will result in a grade of zero being given for the missing assignments. ***\*No late work will be accepted.***

**Student Teachers**: This classroom collaborates with the University of Louisville and Bellarmine, and hosts student teachers and observers. These teacher candidates will be honing their craft by becoming full partners in your child’s educational process.

**Videos:** Students will watch video clips to enhance their understanding of the content. Students may watch longer segments or in its entirety: “The Middle Passage,” “Sons of Liberty,” “Gettysburg,” “America the History of Us,” and other visual media deemed pertinent to the content.

**Classroom Rules:**

1. Be prepared
2. Be respectful
3. Follow Directions
4. No talking when the teacher is

**Positive Rewards:**

1. EARN Praise in Class
2. EARN Extra Points
3. EARN preferred activity time
4. EARN a great grade

**Consequences:**

Level 1: Conference, TAB In, TAB Out with fix it sheet, TIP with work completed, call home.

Levels 2-5: Referral to Counselor or Assistant Principal

\*Levels 2-5 consequences will result in an NI or U for conduct per a term

**Teacher Schedule:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
| Care  801 | Social Studies 801 | Social Studies 802 | Social Studies  803 | Related Arts | Social Studies 805 | Social Studies 804 |

.**Everyday Materials:**

1 – Agenda Planner

1-- Folder

1 – Notebook (3 subject 8.5x11 preferred)

1 – Pen (Black or Blue) / Pencil

1 – Coloring supplies

1--Glue Stick or tape

**\*\*Important\*\* Students are each checking out a HMH United States History textbook. Students are responsible for bringing this book to class, maintaining its condition, and returning it at the end of the year. It must remain covered at all times with either paper or a stretch cover, and cannot have adhesive attached to it, marks in it, pages torn, etc. It is imperative that students are responsible with this required text that will greatly improve our ability to study history in depth.**

**The cost for replacing this textbook is $93.00!**

I have already informed my students about the classroom expectations. However, I would appreciate it if you would review it again with your student and then sign and return the attached form below. Students will then attach the syllabus in their notebooks for their use. I encourage you to contact me with any questions that you have concerning the discipline plan, procedures, or the class in general. You can contact me at 485-8279 or by email at [nadine.kasper@jefferson.kyschools.us](mailto:nadine.kasper@jefferson.kyschools.us).

\*Please follow at Remind. You will receive text updates from me about the class. Instructions are on the front and on the website: **http://nkaspers.weebly.com**

I have read the syllabus and have discussed the expectations with my child. I agree to replace the HMH textbook if lost or destroyed.

Student’s Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Guardian (please print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_