

U.S. History CP
Mr. Kibler
2017-2018

Welcome to U.S. History! I hope that you will have an enjoyable and successful experience in my class. This handout will help you to accomplish just that by giving you an overview of the guidelines and expectations of this class.

The focus of United States History and the Constitution is the story of the American people from its European origins to the present day—a span that includes the early Native Americans, the establishment of various European colonies, the creation of the United States as a new nation during the American Revolution, the territorial expansion to the West, the American Civil War and Reconstruction, the industrialization and immigration of the late nineteenth century, and the nation's developing role in world affairs in the twentieth and twenty-first centuries.

Expectations for Appropriate Behavior-Class Rules and Consequences

1. **Be prompt.** The tardy policy of WHS is explained in your student handbook. It will be followed strictly in this classroom. Make sure that you are in the room and in your seat when the tardy bell rings. This means you must have your pencil sharpened and be ready to begin work.
2. **Be prepared.** You are to have your textbook, notebook, writing utensils, assignments, etc., with you in class each day. Do not ask to go to your locker during class time to retrieve something that you forgot. Assignments that are to be completed outside of class should be ready to turn in when I ask for them. You should not attempt to staple, complete, or correct them at that time. You will also not be allowed to go to your locker to get them. Being prepared also means that you should be focused, alert, well rested, and any of the other necessities for being ready to learn.
3. **Be patient.** I am only one person and the classes are large. Please understand that I am always willing to assist you, but you must be patient enough to wait your turn. Being patient also involves the need for tolerance of people's individual differences and beliefs, need for assistance, individual learning styles, and individual personalities. Remember that all people make mistakes and we need to have patience.
4. **Be polite.** You are expected to show respect for me, your fellow students, and anyone else who comes into this classroom. Excessive talking, profanity, rude comments, and any other actions or words that are deemed inappropriate by the teacher will not be tolerated. Be respectful of the belongings of your fellow students and of your teacher. Do not touch them, borrow them, or take them without express permission from the owner. This means that the things in and on my desk, my computers, and anything else in this classroom that belongs to me are off limits to you unless I specifically tell you that you may use them. It is also considered inappropriate to style hair, polish nails, or apply cosmetics, lotions, or fragrances in the classroom.
5. **Be aware.** You are expected to be knowledgeable of all rules and regulations regarding appropriate classroom behavior that have been made by the administration of WHS or by Mr. Kibler

Consequences

In the event that a student is a discipline problem or if a student is not completing assignments, the teacher will employ the following strategies as appropriate:

1. Verbal warning
2. Teacher/student conference
3. Classroom isolation
4. Parent contact (this can be done at any point)
5. Referral to the school administration.

Severe disruptions will require an immediate referral.

Grading

We will be using the grading scale provided in your student handbook. In order to pass the course you will need to have a numerical score of 70 or higher. Grades for each grading period will be calculated in the following manner:

- Major Assessments (Tests and Projects) will count 40%.
- Minor Assessments (Notebooks and Announced Quizzes) will count 20%.
- Class work / Quizzes (Pop quizzes) will count 25 %.
- Homework will count 15%.

Your final grade for the course is determined by averaging the four quarters with the state EOC exam grade.

An announced test will be given at the end of each unit of study. A unit of study may consist of one or more chapters of textbook material as well as any supplementary materials used in the study of that unit.

Second Chance Policy:

In order to improve student learning and increase mastery of state objectives, students will have the opportunity to make up half of the points missed on a major assessment by correcting errors on the original assessment and / or re-taking an assessment. The highest possible score a student can receive is an 85. Second chance retakes are to be completed after school and must be completed on the two days specified by the instructor. Alternate accommodations will be made with the resource teacher for students with IEPs.

Extra credit can be earned on a daily basis by class participation, some warm-up and exit slip activities, and review work. Points earned will be added onto the lowest classwork score at the end of the grading period.

Notebooks

You are to keep a notebook of class notes, maps, and selected assignments. **A three ring binder is required.** The notebooks must be in the format that I will provide. The notebooks are to be kept neat and orderly. The notebooks will be graded at least once during each grading period. I also reserve the right to give open notebooks and quizzes.

Assignments

Complete and hand in all assignments by the announced due date. Late work will receive a deduction of 20 points per day. Work will not be accepted more than 2 days late. Remember that assignments are made for the benefit of your gaining knowledge and enhancing your learning skills. All assignments are to be completed by you. They are not ever to be copied from a classmate or anyone else. This is considered cheating and will result in a zero.

Communication

I keep a school sponsored web site for all of my classes. Copies of the syllabi, links to helpful web sites, review activities, and selected assignments will be on my web site. There is a link on the school website that sends you directly to my e-mail or you can type in my email address bkibler@gcsd.k12.sc.us.

Units of Instruction

The learning goals for the United States History students are outlined in South Carolina's United States History curriculum as standards and indicators. There are 8 standards and within the ten standards there are 43 indicators. These can be viewed in the entirety at <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

The state standards will be used as units of instruction, with each unit containing one to seven objectives. Tests will be given at the end of each unit. The standards of the mandated curriculum require students to:

Unit 1 The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

Unit 2 The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.

Unit 3 The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

Unit 4 The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.

Unit 5 The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

Unit 6 The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

Unit 7 The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.

Unit 8 The student will demonstrate an understanding of social, economic and political issues in contemporary America.

Absences

Attendance in class is important. If you do have to miss class, the **best** person to ask about what you missed is the teacher. Make up tests or other work missed due to absences will be given at a time determined by the teacher. **It is the student's responsibility to contact the teacher at the beginning of class on the FIRST day the student returns from an absence to determine what work was missed and if and when that work may be made up.** After an absence the student will have one-three days to make up their work, based on the rigor of the assignment. After three days work from absences will not be accepted. If they are absent the day *before* a test, they are *still responsible* for taking the test on the assigned day due to the fact that they have notice on their weekly schedule. If a review guide is going to be provided for a given unit, the guide will be on the website before the test for the benefit of all students. If they miss a test day, the students will take the test within three days of coming back to school. The responsibility for missed work is on the student.

-----Please sign the signature sheet and return to Mr. Kibler. -----

I have received and reviewed the U.S. History CP course syllabus.

Student Name (please print) _____

Student Signature _____

Parent/Guardian Name (please print) _____

Parent/Guardian's Signature: _____

Parent E-mail: _____

Teacher: **Kibler** **Academic Period:** _____

Note: This entire document will be reviewed with the students during class time. Failure to return a signed document to Mr. Kibler will not be accepted as an excuse for not following his expectations.