**9th Grade - Honors U.S History**

Mr. Higgins

United States History

[[https://www.cbsd.org/Page/63274](       https://www.cbsd.org/Domain/3387)](https://www.cbsd.org/Page/63274)

[chiggins@cbsd.org](mailto:chiggins@cbsd.org)

267-893-2900 ext. 6438

**Course Description**

Our focus is American history from 1890-2001 with emphasis on understanding the “big ideas and themes” that are still relevant in today’s world. Course work will help students meet standards in history, geography, economics, and government. All lessons, activities, and materials will be found on Canvas! Both textbooks, The Americans and History Alive, are also on my Canvas. The “understanding by design” curriculum features essential questions (EQs) & enduring understandings (EUs) in five units of study:

**I: America as a World Power**

**II: 1920s, Great Depression, New Deal**

**III: World War II and Early Cold War**

**IV: Decades of Change**

**V: End of the Cold War and Contemporary America**

**Grades**

Your high school transcript grade is determined by your achievement in four marking periods (22.5% each), ***plus*** two core assessments (5% each).

Each marking period will have the following two categories:

**Formative Assessment:**

Formative Assessments are academic practice. These assessments take place daily and in a variety of forms in the classroom. They are used as students learn new concepts, and serve to provide me with an opportunity to determine each student’s level of understanding of skills and concepts. It allows students to demonstrate their learning an, as well, provides me with feedback on the specific areas of strength and weakness for individual, as well as whole groups of, students.

**It is important to note** that not all formative assessments are graded and posted in the gradebook, but it is essential that students complete formative assessments as this has a direct impact on their learning.

**Formative assessments (practice)** are **not counted** towards the final grade and are designed as

practice.

Timely evidence of effort, care, & investment in learning matter most for formative grades

*(0%)*

* *Pre-tests, warm-up questions, classwork, homework, open-notes assessments, collaborative activities, etc.*

**Summative Assessment:**

Summative Assessments can accurately be described as academic achievement. When

students have had time to practice and receive feedback (their own feedback and the

teacher) on skills and concepts, they will have the opportunity to be assessed on their

understanding and application of the skills and concepts.

S**ummative assessments** will count as **100%** of your final grade.

**IMPORTANT NOTE: Students are expected to complete *all* assignments, regardless of**

**whether they formative or summative in nature.**

Accuracy and quality of your work matter most for summative assessments (*100%)*

* *Quizzes, tests, projects, & essays.*

The categories are designed to emphasize both the process of learning and the quality of the products that result from your effort.

**Core Assessments:**

These comprise the remaining portion of your final grade:

* **New Deal – Structured Academic Controversy (worth 5% of your grade).**
* **Oral History Project Core (worth 5% of your grade).**

**Submission of Work:** It is the expectation that all assignments will be handed in either before or on the due date. Due dates are communicated to students in advance both in class and through Canvas. Assignments that are not completed will receive a grade of “Missing” until the assignment is handed in. This communicates to both the student and parent the assignment has not been completed, and it impacts the overall grade as a zero until submitted. Late work will be accepted only if the student has made arrangements with the teacher.

**Reassessment (Overview):**

Students in CBSD secondary schools will be provided reassessment opportunities for summative assessments with the understanding that it allows students an opportunity to demonstrate an improved understanding of the content after a relearning process after the initial assessment has occurred. Reassessments are not meant for the sole purpose of getting a better grade; they are intended for students invested in achieving mastery of the content and related skills.

**Reassessment (Guidelines):** The process for students to be reassessed is outlined below:

1. Student takes initial summative assessment and receives results.

2. A student who has scored less than a 90% on the assessment feels he/she can

demonstrate increased proficiency in the content area/skill assessed.

3. Student communicates to the teacher a desire to retake the assessment within 3

days of receiving the initial graded assessment.

4. The student completes the intervention/relearning process to prepare for new

assessment. This includes, but is not limited to: supplemental readings, practice

material, editing and redrafting, oral explanation, conferencing, etc. The teacher will

set the timeline for relearning the information that was not initially mastered and

the date of the retake.

NOTE: The student is required to attend the intervention and enrichment period,

or other interventions deemed appropriate. All previously assigned

formative assessments, class assignments, and homework assignments

related to the summative assessment must be completed before a

reassessment occurs.

5. NOTE: If a student chooses not to engage in the relearning activities developed by

the teacher, the reassessment will not be given.

6. Student retakes the summative assessment (or the portion not mastered). The

choice of which of those two reassessment options will be at the discretion of the

teacher. If a student receives a higher grade, that grade will be entered into IC (the

highest grade entered into the gradebook will be a 90%). If the student earns a lower

grade, the original grade will remain in the gradebook.

**Advice for the 2022-2023 School Year:** Click on the following pictures below to see my advice for the 2022-2023 school year! It is the same advice that I gave in 2021-2022. The links will take you to Canvas.

[![Graphical user interface, application

Description automatically generated]()](https://cbsd.instructure.com/courses/70358/pages/our-history-class-syllabus-expectations-and-advice)

Let’s have a great year!

***Contact me at*** [***chiggins@cbsd.org***](mailto:chiggins@cbsd.org) ***if you ever have any questions or concerns. Please do not hesitate to reach out!***

Note: A big “thank you” to Mr. Mitnik for sharing the format and contents of his syllabus.