**9th Grade - Academic 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**

**TCI Textbook:**

You can access your TCI online textbook in either of the following ways:

1. going to “Clever” and clicking on the TCI icon

2. clicking the posted link on the Canvas Home Page for this class.

**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 and, 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 Infinite Campus grade book, but it is essential that students complete formative assessments as they have a direct impact upon their learning.

F**ormative 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:

* **Atomic Bomb Analysis – (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 (district policy language):**

As a district, we have worked to develop guidelines that provide an opportunity for our students to receive a reassessment when it is situationally warranted. Simultaneously, we must develop skills we know our students will need when they leave our district and enter the workforce or higher education. Skills such as time management, timely work completion, meeting deadlines, attention to detail, and seeking academic help and support in a timely manner are also important. For these reasons, the following guidelines will be followed.

**Reassessment – Guidelines (district policy language):**

1. It is essential for our students to complete the practice and formative assessments their

teachers require ***on-time*** for all assignments. Students who complete the practice and

formative assessments on time are eligible for a reassessment on the summative

assessment associated with that information. Students ***who do not*** complete their work on

time, and ***do not*** complete the required work their teacher assigns, ***may not*** *be**reassessed*

on any assessment associated with that unit.

2. Some assessments provide students with formal feedback prior to final submission. Some

examples include (but are not limited to), a processed essay, a processed writing

assessment, a project. If students receive feedback on the assessment in writing with

adequate time to make the needed adjustments prior to the final submission, there will be

no opportunity for a reassessment on that assignment. Students were already provided an

opportunity to improve their work, ask questions, and seek support prior to submitting the

assessment.

3. The last week of a marking period, semester, or course is earmarked for final assessment

and submitting grades for the marking period, therefore, there will be no retakes provided

for assessments that occur during the last week of the marking period.

4. Midterm and final assessments measure previously assessed content to determine whether

students have learned and retained the skills and concepts from the course. Students have

already had time for intervention when it was needed throughout the learning process.

Therefore, there are no retakes on a midterm or final exam.

5. The highest grade recorded in a gradebook on any reassessment will be a 90.

6. Middle school students may complete one (1) reassessment per course each marking period.

**Reassessment – Process (district policy language):**

**Any student who wishes to retake a summative assessment, or a portion of it, should proceed as follows:**

**Action Steps:**

1. The student receives the initial summative assessment results, including a clear explanation for the grade received.

2. The student communicates a desire to retake the assessment to demonstrate increased proficiency within three (3) days of receiving the initial graded assessment (the actual retake does not have to occur within three days, but the request to retake an assessment must occur within the three-day window after the assessment is returned to the student).

NOTE:

* *When the teacher enters a score for the first attempt,* ***including “Missing” if a student has not submitted the assessment,*** *the process for reassessment according to the district guidelines begins. Students have* ***three (3)*** *school days from the date the grade is entered in Infinite Campus to initiate a conversation with the teacher regarding a reassessment.*
* *In some scenarios a teacher may ask the student to retake the entire assessment, and in other scenarios, the teacher may ask the student to retake only a portion of an assessment where the deficiency exists. This is at the discretion of the teacher.*
* *If a request for reassessment is received beyond* ***three (3)*** *days, the request may be denied. The intent behind these guidelines is to cultivate proficiency with procedural and sequential integrity, not to create a late-game academic safety net for students.*

3. The teacher and student will engage in a re-teaching activity (this could include, but is not limited

to supplemental reading, practice material, oral explanation, conferencing, etc.) and the teacher

will determine a reasonable due date for the reassessment. This process includes feedback to the

student to support learning. This date will be clearly communicated to students and parents.

Should a student fail to turn in the reassessment by that agreed-upon date, there are no further

opportunities for submission.

NOTE:

* *The intervention work may include revisiting all relevant formative practice and/or homework that has been completed leading up to the summative assessment.*
* *If the student chooses not to engage in the relearning activities developed by the teacher, the reassessment will not be given.*

4. The student retakes the summative assessment (or the portion not mastered). If the student receives a higher grade, that grade is 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 2023-2024 School Year:** Click on the following pictures below to see my advice for the 2022-2023 school year!

PLEASE GO TO THE NEXT PAGE TO REVIEW THIS INFORMATION.

A list of tasks with text

Description automatically generated with medium confidence

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.