

United States History Syllabus

Contact information:

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How students will be graded on academics:

- Letter grades will continue to be assigned for this course based on the 0-100 percent scale.

Expected areas to be covered 1st Semester:

- Civil War and Reconstruction
- Industrialization
- 1920s-1930s
- WWII

Expected areas to be covered 2nd Semester:

- Society and Civil Rights, 1945-Present
- Foreign Policy, 1945-Present
- Politics, 1945-Present

Grading Scale for Non-Weighted Classes:

Minimum Percent	92.5	89.5	86.5	82.5	79.5	76.5	72.5	69.5	66.5	62.5	59.5	Below 59.5
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

LEVELS OF PROFICIENCY

- ADVANCED (ADV)**
The student demonstrates learning beyond the expectations of proficiency.
- MEETING (MTG)**
The student demonstrates learning that meets the expectations of proficiency.
- PROGRESSING (PRG)**
The student demonstrates learning that partially meets the expectations of proficiency.
- BEGINNING (BEG)**
The student demonstrates learning that begins to meet the expectations of proficiency.
- INSUFFICIENT (INS)**
The student has not yet submitted the required amount of evidence. It is missing or it is incomplete.

Academic Integrity

All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.

Guiding Practices:

Missing assessments/assignments

- All missing assignments will be assigned an “M” in Infinite Campus.
- Assignments turned in more than ONE WEEK after the DUE DATE will not be accepted for credit.
- Students must turn in any and all missing and late work PRIOR to the test date in order to be eligible for a re-take.

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards

MS	PM	DM	NE
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

Formative and Summative Assessment:

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

Ankeny Community School District

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