



Thornton High School
 9351 North Washington • Thornton, CO 80229
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<http://www.thorntonh.adams12.org>

School Year	2017-18	Teacher Name	MARY O'NEILL
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Course Name		IB HISTORY OF THE AMERICAS HL 1	
Course Description		<p>IB History courses prepare students to take the International Baccalaureate history exams at either the standard or higher level. In these courses, students study political, military, economic, social and cultural trends and explore the nature of historical documentation and the methods used by historians. IB history courses survey 19th and 20th century topics in an international context, provide a detailed regional study of a major area (the Americas – Canada, North America, Latin America, and South America), and enable students to undertake individual study on a subject of interest in greater detail and depth. The first year specifically: the United States Civil War: causes, course, and effect 1840-1877, the development of modern nations 1865-1929, and the emergence of the Americas in global affairs 1880-1929. These students will also complete a practice historical investigation (Internal Assessment).</p>	
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Cotton economy & slavery (Paper 3)	<p>The following are the high school competency/grade level expectations in the new Colorado standards. They are fully compatible with the objectives of the IB History course (see attached objectives from the IB guide.</p> <p>The student will use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources.</p>	Two weeks	Sept. 11
Origins of the Civil War (Paper 3)	The student will analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.	Two weeks	Sept. 12
Abolitionist debate (Paper 3)	The student will demonstrate an understanding of the significance of ideas as powerful forces throughout history.	One week	Oct. 19
Reasons for, and effects of, westward expansion and the sectional debates (Paper 3)		Two weeks	Oct. 26
Major battles of the Civil War and their impact on the conflict (Paper 3)		One week	Nov. 10
Reconstruction (Paper 3)		One week	Nov. 17
African Americans in the Civil War and in the New South	END OF TOPIC 8	One week	Dec. 1



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(Paper 3)			
Causes and consequences of railroad construction (Paper 3)		Three weeks	Dec. 21
Causes and consequences of immigration (Paper 3)		Two weeks	Jan. 16
Development and impact of ideological currents (Paper 3)		Three weeks	Feb. 2
Social and cultural changes (Paper 3)		One week	Feb. 9
Influence of leaders in the transition to the modern era (Paper 3)		Two weeks	Feb. 22
Social, economic and legal conditions of African Americans between 1865 and 1929 (Paper 3)	END OF TOPIC 9	Three weeks	Mar. 12
United States' expansionist foreign policies (Paper 3)		One week	Mar. 19
Spanish-American War (Paper 3)		One week	Apr. 4
United States' foreign policies (Paper 3)		Two weeks	Apr. 13
United States and the First World War (Paper 3)		One week	Apr. 20
Involvement and participation of either Canada or one Latin American country in the First World War (Paper 3)		Two weeks	May 4
Impact of the First World War on two countries of the Americas (Paper 3)	END OF TOPIC 10	Two weeks	May 11

Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%



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B	80-89	Formative Assessments & Projects	20%
C	70-79		
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	
F	59 or below		

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

Come to class and be on time.

NO electronic devices of any kind are allowed in class. TURN OFF cell phones BEFORE you enter class. NO cords visible.

Gum, food, and drink are okay until they become a problem, as deemed by the instructor. The only exception is watermelon gum/candy. I physically cannot handle it.

After any absence, you assume the responsibility for make-up work.

For planned absences or extended absences, students are responsible for getting work in advance and getting assignments to the teacher via a student or e-mail.

Keep ALL distributed material in a three-ring binder.

MAJOR projects (as deemed by instructor) will NOT be accepted after the due date.

ALL work must be turned in for each individual unit to complete the summative assessment.

Student Expectations

Your grade is determined by your performance on summative assessments and formative comprehension checks.

Show respect to all. This is my home away from home – respect that, as well.

Keep lines of communication open. See me if there is a problem of which I need to be aware.

Please DO NOT work on other class's work during my class.

I operate on an honesty policy. You will get nothing from me but honesty, and I expect the same in return from you. Integrity is difficult enough to maintain; don't damage your reputation. There is a huge price to pay, and the damage is usually irreparable.

Students should be in class on a regular basis as there are many activity-based lessons. I do not have the time to replicate the content or duplicate what was done in class. You must be here to SEE and EXPERIENCE it.

THS Grading Policy for 2017-2018

Definition of a Summative Assessment

- Summative assessments should be a true assessment of a student's learning of a unit.
- Summative assessments should be balanced by formative assessments to check a student's progress.
- Summative assessments should be described in each teacher's class syllabus.



- If the summative assessments are not in line with the department Professional Learning Community, administration has the capacity to aid teachers in determining how many summative and formative assessments are appropriate for student learning (if necessary).

Scoring/Grading of Summative Assessments

- If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. **NE will be equal to 0%.**
- In order to receive a passing grade, a student must **attempt ALL summative assessments.**
- The presence of a NE grade for any summative assessment at the end of a grading period will result in a grade of F for the course, regardless of performance on other assessments.
- If a student scores lower than a 50% on an assessment, the teacher will add a comment that states “Actual score is ___%”. This will flag the assessment for both the teacher and the student so they know what needs to be done as a retake. Once the retake has been completed, the teacher will record the new score.

Student and Teacher Responsibilities with regards to Summative Assessments

- **Teachers will be responsible** for communicating NE grades to students. Some examples of this include (but are not limited to): having the student take the NE assessment the next time they are in class; calling home to communicate the NE assessment to parents; having a student make up the NE assessment during a specific off hour, extensions period or lunch, etc.
- If a student is going to fail a semester because of a NE, the **teacher must call home to communicate with the parents** (as per Superintendent policy). This must be done in such a way that it gives students enough time to make up the NE assessment.
- It is the **responsibility of both the teacher and student** to discuss and determine a mutually agreed upon time frame for when the student can make up the NE assessment. If the student fails to meet the given deadline, documentation must be provided in PLP.
- It is the **responsibility of the student** to make up any NE assessments as soon as possible in order to protect his or her eligibility and his/her GPA.
- If a student receives a NE on a final or semester exam, it is the **student’s responsibility** to provide documentation and make arrangements with administration to take the missed assessments.

Re-take Policy with regards to Summative Assessments

- This policy is in accordance with the THS 10-day retake policy.
- Any retakes past 10 days must be based on individual conversations between the student and the teacher. The teacher has final discretion on extending the 10-day policy.
- In order for a student to be eligible to retake a summative assessment, they must show evidence of learning by completing remedial work as indicated by the teacher.

A Teacher assigns a summative assessment, and...



Student gives a good

Student attempts it, but

Student doesn't attempt