



**Thornton High School**  
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<b>School Year</b>	2017 -2018	<b>Teacher Name</b>	Jennifer Saunders
<b>Office</b>	530-A	<b>Off Hours</b>	6 <sup>th</sup> hour
<b>Phone</b>	720-972-4856	<b>Room</b>	417-1
<b>Email Address</b>	Jennifer.D.Saunders@adams12.org		

<b>Course Name</b>		United States History	
<b>Course Description</b>		In United States History we will be exploring the various events, ideas, and people that have shaped America. We will learn about U.S. History thematically, allowing the students to learn relevant events of the past and current events.	
<b>Unit of Study</b>	<b>Grade Level Expectations/Content Standards</b>	<b>Approximate Time Spent or Percent of time Spent</b>	<b>Targeted Date of Assessment</b>
American Belief System, Citizenship, Immigration	<ul style="list-style-type: none"> <li>The student demonstrates how to analyze and explain cause &amp; effect relationships using chronology organized historical information (History Standards 1, 3.1).</li> <li>The Student will understand that culture affects people’s perception of the world (History Standards 3, 2.1).</li> <li>The student will understand that the history of the U.S. is characterized by a continuous dialogue about the fundamental principles of social organization expressed in the writings of our founders (History Standards 3.2,4).</li> <li>The student will understand that conflicts have arisen between different ways of knowing and believing (History Standards 1.2,6).</li> <li>The student will interpret and evaluate decisions or positions regarding a contemporary issue, using historical information (History Standards 2, 3.1).</li> </ul>	Quarter 1	October 19th
Immigration continued, Social class	<ul style="list-style-type: none"> <li>The student demonstrates how to analyze and explain cause &amp; effect relationships using chronology organized historical information (History Standards 1, 3.1).</li> <li>The Student will understand that culture affects people’s perception of the world (History Standards 3, 2.1).</li> <li>The student will understand that the history of the U.S. is characterized by a continuous dialogue about the fundamental principles of social organization expressed in the writings of our founders (History Standards 3.2,4).</li> <li>The student will understand that conflicts have arisen between different ways of knowing and believing (History Standards 1.2,6).</li> </ul>	Quarter 2	December 18th



	The student will interpret and evaluate decisions or positions regarding a contemporary issue, using historical information (History Standards 2, 3.1).		
Race, Gender, War and Foreign Policy	<ul style="list-style-type: none"> <li>The student demonstrates how to analyze and explain cause &amp; effect relationships using chronology organized historical information (History Standards 1, 3.1).</li> <li>The Student will understand that culture affects people's perception of the world (History Standards 3, 2.1).</li> <li>The student will understand that the history of the U.S. is characterized by a continuous dialogue about the fundamental principles of social organization expressed in the writings of our founders (History Standards 3.2,4).</li> <li>The student will understand that conflicts have arisen between different ways of knowing and believing (History Standards 1.2,6).</li> </ul> <p>The student will interpret and evaluate decisions or positions regarding a contemporary issue, using historical information (History Standards 2, 3.1).</p>	Quarter 3	March 15th
War and Foreign Policy continued, Social Tensions	<ul style="list-style-type: none"> <li>The student demonstrates how to analyze and explain cause &amp; effect relationships using chronology organized historical information (History Standards 1, 3.1).</li> <li>The Student will understand that culture affects people's perception of the world (History Standards 3, 2.1).</li> <li>The student will understand that the history of the U.S. is characterized by a continuous dialogue about the fundamental principles of social organization expressed in the writings of our founders (History Standards 3.2,4).</li> <li>The student will understand that conflicts have arisen between different ways of knowing and believing (History Standards 1.2,6).</li> </ul> <p>The student will interpret and evaluate decisions or positions regarding a contemporary issue, using historical information (History Standards 2, 3.1).</p>	Quarter 4	May 24th

Grading Scale		Grade Percentages/Weights		On group projects, students will receive a grade for individual work and a group grade	
A	90-100	Summative Assessments & Projects	80%	Individual Grade	80%
B	80-89	Formative Assessments & Projects	20%	Group Grade	20%
C	70-79				
D	60-69	*Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>		Grades are based on achievement of Content Standards and Grade Level Expectations.	
F	59 or below				

**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.

**Active Learning:**



In class, we will use a variety of material and methods. Some of the activities we will be doing this year include the following: writing (persuasive and formal), lectures, note-taking, small and larger group activities, formal and informal discussions, oral presentations, seminars, Power Point Presentations, simulations, and examining primary sources.

**Missing or Incomplete Work:** See the student handbook for the district and Thornton High School Policy.

- If you are unable to complete a task for whatever reason, or if you are experiencing difficulty with the course, it is an expectation that you attend extensions, ask Mrs. Saunders and set up a one on one intervention, or discuss possible interventions.

### Student Expectations

**School I.D.** You must wear your school I.D. at all times! It is a District Policy and deals with safety concerns or measures within the school and district.

**Plagiarism and Cheating:** "Academic Dishonesty" and will be handled according to the Thornton High School Discipline Matrix

#### Take Responsibility

- Students are prompt for their classes and appointments
- Students must be inside the class when the bell rings
- Students more than 10 minutes late will be marked absent
- More than one tardy a week is considered excessive
- Students arrive prepared for class with a backpack, books, paper and something to write with

#### Honor Each Other

- Students are polite to each other and adults

#### Strive for Success

- Students produce work that demonstrates their skills and abilities
- Students actively participate in classroom activities
- Students come to class with a positive mental attitude

**Discipline Policy:** Every student is given four chances before being given a referral. Refer to the student handbook for details.

**Attendance and Participation:** Your consistent attendance and active participation is critical for your success in this class.

**Tardiness:** Refer to the student handbook for details. Also see poster on the classroom wall.

#### Cell Phones, MP3, CD Players, or any other electronic device:

The following policy regarding electronics will be enforced.

- 1) Taken for the rest of the period
- 2) Taken to the office.

**Organization:** This is key to success! You are required to have a folder for all notes and assignments; there will be a place within the classroom to keep this information if needed. Each student will be issued a Student Planner and he/she is expected to use it to keep track of assignments and tests. This planner will also be used as a hall pass. No student will be allowed to leave my room without it.

### 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.