**US History - Honors**

**Lone Peak High School**

**2018 – 2019**

**Instructor:** BreAnne Staheli \* **Email:**  breannestaheli@alpinedistrict.org \* **Classroom:** 704

**Objectives**

To truly understand history, one must be able to look at the past through a historical lens. Having a historical perspective requires you to have a set of critical thinking and literacy skills. These skills will help you make sense of past events and develop your own historical opinions. The four historical skills include sourcing, contextualization, corroboration and close reading.

**Starters**

We will have a starter assignment every day. These will be short review quizzes, writing exercises, or other activities to help focus our attention for the class period. Tardy students will not be able to make these up. I will drop the lowest quiz each term.

**Major Writing Assignments**

Writing skills are an integral part of the framework for history, and historians read and write far more than any other discipline (yes, that includes English!). As such, developing good writing skills will be a major focus of the class because writing is the most accurate indicator of true understanding. Every unit will include one major writing assignment. There are two basic types of writing assignments that we will practice:

* FRQ (Free Response Question) These open-ended questions will give the students opportunities to present arguments about history. There could be more than one right answer to many historical questions, and these essays give students opportunities to embrace these uncertainties by using historical facts as evidence to support arguments.
* DBQ (Document-Based Question) Primary sources are the tools of historians, and students will become adept at reading and interpreting primary sources. These essays give the students opportunities to integrate primary sources into their arguments.

**Classroom Environment**

* **Be Responsible:** Develop organization and reliability skills. Attendance each day is critical. If you are absent, it is YOUR responsibility to find out what was missed by checking canvas. Absences are not excuses to come unprepared to class.
* **Be Engaged:** Take the time to gain an appreciation for knowledge. Come to know how history contributes to who you are as an individual. Participate in simulations and engage yourself in classroom discussions.
* **Create:** Help create a classroom environment that cultivates a growth mindset!

“That which we persist in doing becomes easier to do,

not that the nature of thing has changed but that our power to do has increased.”

– Ralph Waldo Emerson

**Grading**

Students are graded in several areas; however, assessments will make up the majority of student’s grades. These assessments can be formal or informal, formative or summative. The goal is to have students reach mastery in the content area. Assignments, writing and homework will be part of the grade as well.

Tests: 40%

Quizzes 20%

Writing: 20%

Assignments: 10%

Homework: 10%

A A 94% -100% C+ 79%-77% D- 62%-60%

 A- 93%-90% C 76%-73% F 59%-Below

 B+ 89%-87% C- 72%-70%

 B 86%-83% D+ 69%-67%

 B- 82%-80% D 66%-63%

**Late Passes**

Each student will be issued 2 late passes each term. Students can use their Late Pass to have me print a document for them, borrow a pencil from me, re-do an assignment, or receive full credit on a late assignment. **The usual time constraints for late work apply to the late pass (after 2 school days, the assignment can no longer be turned in for any credit).** At the end of the term, any unused slacker pass can be redeemed for extra credit—but only if **all** in-class and homework assignments for the term have been turned in. It is *extra* credit, and not designed to replace points already required. Do not lose this, as you will not be issued a replacement pass under any circumstances.

**Late Work**

I expect each student to complete all assignments and hand them in on time. It is to your benefit to keep up with the course work because once you fall behind, it becomes increasingly difficult to catch up and complete current assignments. Assignments are due at the beginning of the class period on the due date. Any assignment not handed in at that time is counted late. **Late assignments will be accepted for 50% through the following class period after the due date.**

**Make-Up Work**

We cover a great deal in each class period and it is extremely difficult to recreate class discussions and activities for an absent student. In class, we will cover much more than what is written in your textbook so class lectures and discussions are invaluable. When absences are necessary, it is *the student’s responsibility to find out what they missed.* **MAKEUP WORK IS SUBJECT TO THE SAME DEADLINES AS LATE WORK, WHICH IS TWO SCHOOL DAYS (1 A DAY AND 1 B DAY).**

**Retakes**

Retakes on quizzes and tests are allowed under the following conditions for ALL students:

1. Student has no missing assignments at the time of the unit test/quiz.
2. Student completes the study guide prior to the unit test. (N/A for quizzes)
3. Student completes the re-take within one week of original quiz or test date.

**Advisory Time**

Advisory time will be used to help students reach their greatest success. This will be done differently throughout the course. We will use individual time, small group time and whole class discussions. It will range from being 10 minutes each class period or 20 – 30 minutes once a week.

**Absences are not excuses to come unprepared to class**.

Most assignments will be linked with the website, so students can access the assignment even if they were not in class. Assignments that are missed because of an excused absence are due upon the student’s return to school and will be given full credit. If the student doesn’t have the required assignment when they return, the assignment will be given the normal late work credit. When a student misses a Unit Test, an alternate test will be provided.

**Plagiarism**

Plagiarism and cheating are not allowed in my classroom. If plagiarism occurs the student will receive a zero for the assignment and will not be able to make it up.

**YOU GOT THIS!**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

 U.S. Honors Disclosure Document Signatures

I have read and understand the *U.S. Honors* course requirements for Mrs. Staheli’s class. I agree to abide by the procedures and meet the expectations of this course. **Please sign, date, and return this page to Mrs. Staheli by your next class.**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**Student Signature:**  Date: \_\_\_\_\_\_\_\_\_**\_**

**Parental Signature:**  Date: \_\_\_\_\_\_\_\_\_\_

**Parents and Students, if there is any information that you think would be beneficial for me to know concerning your child and their academic success please do not hesitate to e-mail or call me.**