

United States History 2015-2016
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Course Description and Expectations

The goal of our United States History class will be to trace the social, political, economic, and personal traits and trends that have comprised the origins of our country from the Gilded Age through the Present. We will be actively engaged in INQUIRY: discovery, debates, discussions, and other activities that will assist you in understanding how our country came to be today. More importantly, you will be asked to form opinions surrounding various issues throughout our nations' history while being able to not only be aware of a variety of other opinions, but defend your own both verbally and in writing. Participation and effort are vital to success in this course.

1. Expansion and its Effects
2. Struggle for World Power, Progressivism, and The Great War
3. Roaring 20's, Depression and Inter-war Years
4. World War II and the Cold War
5. Civil Rights, Activism, and the Vietnam War
6. Politics in the 70's- 90's, and the New Millennium

Grading:

Chapters and or Units will usually end with a Summative Assessment which may include, but not be limited to: a written or verbal assessment, group or individual project or Essay/DBQ.

The following is a percentage breakdown of my grading structure with accompanying weights:

Formative Assessments 20%:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback
- homework

Interim Assessments 35%:

Will assess same range of standards as Summative Assessment (SA) but given before SA; gives broad view of student progress and will give results on the same vertical scale as the SA

Examples of interim assessments include:

- a pre-midterm preparation exam
- a final project in the last stages of completion
- the rough draft of a paper

Summative Assessments 45%

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Examples of summative assessments include:

- a midterm exam
- a final project
- a culminating paper

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Class Expectations

1. Students are expected to be in class, on time, prepared with books, an organized notebook, pen/pencil, and willing to put forth effort in all we do in our class.
2. Students will be assigned homework when I feel it will benefit what we do in the classroom; on average two days per week (this does not include text reading which should be done on a daily basis). Assignments may include, but not be limited to the following: reading, quiz-test prep, journals, projects, written assignments (essays/response/opinion papers), research, debates, etc. Some will be scored (points earned) and others will be checked but not graded (credit given).
3. All assignments are due at the beginning of class on the specified date (which will be written and posted). Any work turned in after that time will be considered late unless a student is absent or there are extenuating circumstances.

Students may make-up homework. For each day the home work is late, 20% of the total possible score will be deducted; example: an assignment worth 50 points and turned in one day late would result in the total possible points earned being 40. Homework may be turned in up to a maximum of four school days after the due date; after four school days assignments will not be accepted; again, barring extenuating circumstances.

4. Extra help is available almost every afternoon after school. Any student wishing extra help should see me at some point during class to discuss the date, time and room number.