



Reynolds High School

U.S. History

Building Relationships for Academic Success

Instructor: Tiffany Lasister

Email: tlasister@rsd7.net (best contact method)

Room: 614

Phone: (503) 667-3186 ext. 1030

Required Daily Materials:

- Chromebook (bring your charger)
 - This is mandatory.
- Pens/Pencils, Highlighter, Coloring supplies
 - I'll have some supplies in class
- 3-ring binder with paper
- If you cannot access these materials please let me know.

About your teacher:

Hello! My name is Ms. Lasister or Ms. L. I am excited to be your teacher this year as we explore various topics in the history of the United States. This is my 12th year as a teacher. I have been at RHS 3 years starting this year and previous 9 years, I taught all grades at the middle school level.

You have an amazing ability that I do not - I am not bilingual. I will use MS Translate and Google Translate (if applicable) to communicate with you. As a student, I will be History can be hard. There is so much and events often overlap. Sometimes It can be overwhelming. I understand this. So students, I highly encouraging you to use both your native language and English during class.

Outside of the classroom I love to take time to be with my friends and family. I am often finding new places to explore and/or revisiting places I've already been. If you need anything throughout the year, please do not hesitate to reach out to me at my email and class extension above.

Course Description:

To understand the world as it is, we have to know something about and why things came to be the way they are. Knowing our country's history will help you become stronger, better-informed citizens and participants in our democratic society. We will examine U.S. history with all its dirt and glory, see how events are interpreted by different groups (including historically marginalized populations) and learn that those interpretations often change over time and are subject to perspective. This course will give a basic foundation of U.S. history, which you can build on as you obtain new knowledge throughout your adult lives.

A consistent theme will be to examine how complex interactions, ideas, and events have shaped the U.S. as we know and understand it today and how these themes shape your individual history.

In this class, you will be developing and expanding your skills in evaluating evidence, analyzing multiple perspectives and opposing viewpoints, and develop critical writing skills that will allow you to take your opinion and make an informed, evidence-based argument.

Late Work/ Retake Policy/Communication:

As a teacher, I'm a firm believer that learning is hard and can be challenging. I know that there are times that we do not achieve the best that we can or expect to after putting in the time and effort. With this in mind, I highly encourage you to revise and redo any work you are given the opportunity to do so.

I accept late work until the end of a unit for a maximum score of 70%. After the end of the Unit, I will not accept late work.

If you did not do well on a test or quiz, you can retake it after school or during lunch with an appointment and after you have studied the material. You will have until 2 weeks after a unit is completed to retake.

It is your responsibility to make up any missed assignments. You only need to see me to make up missing quizzes or assessments, which will take place after school (see above times). I realize some of you work, we can make arrangements as needed.

Communication is essential for your success. In person before school or after school, at lunch, or by email (best). If you have any questions, talk to me! Nothing is more important to your success.

I never want you to feel stress or worried. There is always a plan and we can figure it out together. Remember, I am your teacher - I usually have the answers. If not I, Google, or someone else will, and we will figure it out. There.is.always.a.plan!

Course Schedule/Outline of Units: (can be subject to change)

One of the greatest and most difficult things about teaching and learning U.S. history is that it is continually changing. As daily history occurs, connections can often be made back to the past that directly relate to our curriculum and our units of study.

September/October	Unit 0: Expectations for success. Getting to know your teacher, peers, and classroom. Unit 1: How the United States became the country it is.
November	Unit 2: Civil War Overview, Westward Expansion
December	Unit 3: Native American Civil Rights
January/February	Unit 4: 2nd Industrial Revolution and Progressivism
March/April	Unit 5: American Imperialism
April:	Unit 6: American in WWII
May/June:	Unit 7: Civil Rights: African American and Women

Category Weights:

- **Mastery.**
 - This includes assignments such as tests, quizzes, and projects
- **Classwork and Homework:**
 - Provides direct practice in demonstrating and achieving mastery of content and skills.
 - This would can be independent and/or group work.
 - Not all assignments will be graded, but completion of these assignments will be critical for students to demonstrate proficiency with state standards.
- **POWER**
 - This is a reinforcement and support of daily academic habits. This can include vocabulary, completion of notes, daily writing activities, exit/entrance tickets, discussion, maintaining planner, etc.

Category	Weight
Mastery	60%
Classwork	25%
Power	15%

Grade Percentage	Letter Grade	Letter Grade Description & Percentage Breakdown Description
100% - 90%	A	The student fully understands the content and the course objectives have been mastered.
89% - 80%	B	The student understands the content and course objectives at an above average level.
79% - 70%	C	The student understands the course content and course objectives at an average level
69% - 60%	D	The student understands the course content at a below average level and a minimum of course objectives are met.
59% - 50%	F	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit.

Classwork and Schoology:

Each week I will post 'A Week Ahead' in our classroom and maintain a classroom calendar for you to reference if you are absent. This will include daily lessons, important due dates, and when test/quizzes, or project are happening.

All work will be posted on Schoology.

- I record all my lessons. This means that if you are absent, you need to access Schoology to listen to the lesson and retrieve the notes.
- Some assignments will be done on Schoology.
- If you need help, please ask.

Beginning of the period: Students are asked to greet me at the door each day, which allows me to have a moment to check in with you and say "hello." You are to be in your seat, phones away, AirPods/headphones away, and voices off when the bell rings.

During the period: Students are expected to follow directions and maintain respectful and positive behavior towards self, peers, and me.

End of the period: Make sure your area is put back as directed, clean, and ready for the next learner.

Food and Drink: **limited to light snacks and closed water bottles. No sharing of food.**

Learning Environment: All bookbags, personal belongings are to remain under your seat or desk and not in the walking paths. Participate when asked to and please engage with your learning.

Chromebooks: Chromebooks are expected to be out at the start of class. Students will be able to use them for translation, access translated class documents (if applicable).

Phones: **Cellphones, headphones/AirPods are required to be turned off and put away (unless the teacher has given explicit permission for them to be out). Electronics will be confiscated during class if they are being used without permission.**

Leaving Class: You are expected to be in class during instructional time. You are required to have your planners filled out and signed by me to leave. T; these releases could include water, bathroom, the nurse, or library. You will have a given amount of time to leave the room and return.

Plagiarism: **Will not be tolerated.** I am very good at spotting and checking for work that I believe could be plagiarized.

Getting help: I will gladly help you with anything you bring to me. If I cannot help you, I will do my best to figure out an answer or solution with you. You are welcome to see me before school, after school (with appointment), or during passing for help. If there is time in class, you can see me during our Silent 5 time, at the beginning of class.

Grades: You can check your grade in StudentVue or ParentVue. If you turn in late work, please give me time to grade, current work is always first on my priority list. If you see an error or are not sure about a grade, let me know! I will always do my best to provide you with feedback and comments to improve your work and/or grade if needed. If you don't understand something, talk to me. I'm here to help.

Respect: Students deserve an environment that allows for physical and emotional safety; as such, this class will maintain a climate that allows all students the opportunity to feel they are being supported academically as well as intellectually. I will never treat my students equally, but always with equity. This means that I will provide for each of my students (as individual learners, with individual needs) what they need to be successful. In-class discussions and papers, I encourage you to freely express your opinions and viewpoints, but in a manner that is respectful of and protects the dignity of, your peers. Therefore, *putdowns, insults, bullying, harassment, including but not limited to those based on characteristics such as race, gender, ethnicity, religion, appearance, sexual orientation, gender identity, etc. will not be tolerated or accepted.*

Student

Dear Students,

Thank you for taking time to read this carefully and knowing how our class will run. When you and your parent/guardian have completed the reading and understanding of this syllabus, please electronically sign and move this page to the top of your powerpoint presentation.

Regards,

- Ms. Lasister, M.Ed., NBCT
Newcomer: United States History, Modern World History

I have read the syllabus and understand that I will be held accountable for meeting its requirements. I know that I can contact Ms. Lasister if I need help and/or have any questions by phone, in person, and/or by email (In person and/or email being the best opportunity to speak with her right away).

Student Name: _____

Date: _____

Student Signature: _____

Parent(s)/Guardian(s)

Dear Parents and/or Guardians,

Thank you for your valuable time reading this syllabus with your student, discussing the requirements of this course, and understanding your student's accountability in this course. I really appreciate your valuable time.

I welcome open communication and look forward to working with you and your student this year. Please do not hesitate to reach out by email or phone if you have any comments, questions, clarifications, and/or concerns. During the week, if you do not hear from me within 24 hours, please contact me again.

Regards,

- Tiffany Lasister, M.Ed., NBCT
Newcomer: United States History, Modern World History
Reynolds High School

Parent name (printed): _____

Date: _____

Parent Signature: _____

Best parent contact: email, phone, or either.

Email: _____

Phone: _____