

American Studies

Ms. Meyer and Mrs. Meyers

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Rooms 1067 and 1081

Ms. Meyer Prep Time: Periods 5 and 6

Mrs. Meyers Prep Time: Semester 1 - Periods 4, 5, and 6

Semester 2 - Period 4

Also available during homeroom, after school until 4:00, or by appointment

Dear Students:

Welcome to American Studies! This class is a year long course that focuses on specific themes throughout US History and literature from the same time periods. You will be working with Ms. Meyer and Mrs. Meyers in both of our rooms throughout the year. We will focus on critical thinking in our analysis of American history and literature. You will develop your thoughts and ideas through discussion, writing, group work, projects, independent inquiry, and research. This class is recommended for students preparing for any AP level courses in English or Social Studies.

Topics of Study:

Each time period will have various readings from different genres. We will read short stories, novels, nonfiction, poetry, plays, and historical documents throughout the year that directly relate to the time period we are studying. You will also be required to complete a number of papers, projects, and assessments, including semester finals.

Time Periods:

- Term 1: Intro of American Dream and Intolerance
 Industrialization
 Immigration and Urbanization
 Progressivism
 Imperialism
- Term 2: WWI
 1920s
 Great Depression
 New Deal
- Term 3: WWII
 Post-WWII
 Civil Rights
- Term 4: Cold War
 Vietnam War
 Modern Decades

Classroom Expectations:

1. RESPECT. Please be respectful to yourself, neighbors and teacher. Respect is a two-way street! In order to get respect, you must give it. We will treat you the way you act. Derogatory remarks of any nature will not be tolerated. Any disrespect of students will not be tolerated. If the learning environment is affected negatively by your disrespect, you will be asked to leave.
2. Come to class prepared, on time, and ready to learn and participate. Bring all materials. Daily required materials for this class are your school-assigned computer, your independent reading book, and any text that we are currently working with (articles, novels, etc).
3. Clean up after yourself. Return all materials to where they belong. Do not destroy any personal property or the school's property. Leave your space better than you found it.

Disrespect will result in removal from the classroom and a conference with me and/or others around the building. Failure to meet any of these expectations will reflect negatively on your Employability Skills standard scores.

Home work/Late work:

- It is crucial that you keep up with the reading and partake in the activities assigned, however they will not be graded. They may affect your ability to participate in the next day's discussion or activity.
- It is your responsibility to find out what you missed while you were absent or away from class. Check with Ms. Meyer and Mrs. Meyers to get any information you may need.

Extra Help:

- If you find yourself falling behind or are having difficulty with a concept or chapter, do not be afraid to ask for help. You can get help from another student or one of us during HR or before/after school.

Chilton High School Plagiarism Policy:

- Plagiarism will be treated under a zero tolerance policy. An INC will be given for any assignment found in violation of the Plagiarism Policy and will warrant a visitation to administration that may result in a code violation or other consequence.

Cell phones:

- There will be a station for your cell phone with individual pockets. Your phones MUST be silenced and put in your assigned pocket BEFORE class starts. We will follow the school-wide [smart device policy](#) in class.
 - *Step #1 (First offense): Device will be confiscated. Regardless of the time of day, the device stays with the teacher until the end of that day and it must be turned in to the teacher the following day by 8:00am and to be picked up by the student at 3:10pm. If the device is not turned in according to the statement above, the consequence moves to step #2.*
 - *Step #2 (Second offense): Device will be confiscated. Step #1 is repeated for a total of 5 consecutive school days. (Excused absences are exempted. Unexcused absences add an additional day.)*

- *Step #3 (Third offense): Device is confiscated. The consequences of step #2 are repeated along with the serving of an office-assigned detention and a letter being sent home to parents/guardians. If the detention is not served within a week of the offense then consequences move to step #4.*
- *Step #4 (Fourth offense): Parent meeting with an administrator to discuss and enact additional consequences.*

Missed Assessments and Reassessments:

- If you miss an in-class assessment for any reason, you will be expected to complete that assessment the next day you are present in class. If you think this is unreasonable in your specific case, as long as the absence was excused, we can discuss this when you return and agree upon a time to take the assessment. If the absence was unexcused, this discussion does not apply, and you will take the reassessment as soon as you are back.
- You will have the opportunity to reassess any standard in this class. In order for this to happen, you will need to schedule a meeting with one of us to discuss your preparation, understanding, and clarification of any other questions you may have. It is your responsibility to schedule these meetings and to complete the reassessment form prior to the meeting. Further work may need to be done after this meeting based on our discretion.
- Your first reassessment meeting must be scheduled within **2 weeks after the assessment date**. The following needs to be completed for the reassessment:
 - *All outstanding work must be completed.*
 - *Reassessment form has been completed.*
 - *Teacher assigned review will be determined based on the standard and the student's performance on the assessment:*
 - *Possible review activities: corrections on assessments, meeting with the teacher, review assignment, review videos, etc.*

Achieve 3000:

- We will participate in a literacy program weekly called Achieve 3000. You will read a predetermined article online and answer questions about that article. Occasionally, we will do further activity on this, such as discussion, writing assignments or graphic organizer. The questions about the article will be scored as follows:
 - 75% and higher: Meeting Expectations
 - 50% to 74%: Approaching Expectations
 - 0% to 49%: Attempting Expectations
 - Not completed: INC

Academic or Behavioral Difficulty:

- At any point, if your overall score in American Studies is an INC, you will be removed from extra-curricular activities until you rectify that score. You will spend the time after school until 4:00 in one of our rooms working on the standards that are causing your grade to be INC. Parents, coaches, and school administration will be notified.
- If you are not in extra-curriculars, any time your overall score drops to an INC, we will notify you and give you a list of what needs to be done. We will also require you to work with one of us during homeroom time until that INC is rectified. If this becomes a problem

and you just aren't taking care of your work, we will also contact parents and school administration to notify them of any issues.

- Any student who needs additional help or resources will receive that from us. If our help and resources just aren't enough, we will contact parents and school administration to develop a plan to ensure your success. If you work hard, we will do everything in our power to help you succeed.

Opportunities for Additional Growth:

- Forensics
- *The Prowler*
- Optimist Oratorical Contest
- Optimist Essay Contest
- Editing for other students during homeroom and/or after school
- Tutoring other students in English concepts during homeroom and/or after school

Scoring Policy:

- American Studies will follow a standards-based learning policy. You will be scored on the American Studies Standards, which are listed on the next page. We will follow this tiered scoring system:
 - 3 - Meeting Expectations
 - 2 - Approaching Expectations
 - 1 - Attempting Expectations
 - INC - Incomplete
- On all assessments, you will receive one of the scores above. ANY Chilton or Learning Standard at an incomplete MUST be completed or you will NOT pass the class.
- To pass the class, you need to have an overall score higher than a 2.08, with no Chilton or Learning Standards less than Approaching Expectations.
- You will receive two final scores for this course, at the end of each semester.

Employability Skills Scoring:

- American Studies will report on the Employability Skills. This is Chilton Standard #7 on the American Studies Standards listed on the next page.
- Scores will follow the same tiered system described above.
- These skills WILL NOT be included in the final score for the class; they will be reported separately.
- You will receive a score on both Respect and Responsibility at the conclusion of each term, resulting in four scores for each.

American Studies Standards

1.  I will demonstrate independence through questioning and perseverance.
 - 1.1. Inquiry: I will construct meaningful questions that initiate an inquiry.
 - 1.2. Analysis: I will gather, analyze, and evaluate written, oral, and visual sources.
2.  I will construct viable arguments through evidence.
 - 2.1. Claim: I will develop an arguable thesis that is supported by evidence.
 - 2.2. Evidence: I will choose credible and relevant evidence to effectively develop and support my claim.
 - 2.3. Reasoning: I will synthesize my evidence to illustrate how it supports my claim, avoiding logical fallacies.
 - 2.4. Rebuttal: I will strengthen my own claim by acknowledging the merits of other perspectives while maintaining the validity of my position.
3.  I will analyze and interpret abstract and quantitative data.
 - 3.1. Evaluate: I will evaluate a variety of primary and secondary sources, fiction and non-fiction, to interpret the context, intended audience, purpose, and/or author's point of view.
 - 3.2. Cause and Effect: I will use historical content for determining cause and effect.
 - 3.3. Patterns Over Time: I will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
 - 3.4. Informational Text: I will read and create informational text, including infographics, to recognize and communicate information for the intended audience and purpose.
4.  I will develop and use appropriate models.
 - 4.1. Conventions: I will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
 - 4.2. Format: I will demonstrate knowledge and application of all format requirements.
 - 4.3. Citation: I will effectively integrate source material, using direct quotation and paraphrasing.
 - 4.4. Organization: I will create a cohesive text that includes an introduction, body, and conclusion tied together with effective transitions.
5.  I will obtain, evaluate, and communicate information.
 - 5.1. Presentation: I will clearly and effectively present information, findings, and/or supporting evidence, adapting my speech to the occasion and audience, enhancing the presentation with visuals when appropriate.
 - 5.2. Word Choice: I will select effective words to convey what I mean, using grade level or higher vocabulary that is appropriate for the audience and purpose.

- 5.3. Summary: I will summarize a piece of text to meet the targeted audience's needs, clearly relaying the main ideas of the article but leaving out details or other unnecessary information.



6. I will understand and respond to varying audiences, cultures, perspectives, and purposes.

- 6.1. Discussion: I will prepare for and participate civilly in productive discussions with a group of people, posing questions and responding thoughtfully to others' ideas and questions while using information from multiple sources.
- 6.2. Style: I will make effective language choices in regards to syntax, rhetoric, and figurative language to convey an appropriate voice and tone for the audience and purpose.
- 6.3. Literary Text: I will read and create literary texts in order to recognize and communicate themes reflecting the human experience.
- 6.4. Critique Conclusions: I will examine the strengths and weaknesses of a claim.
- 6.5. Connections: I will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

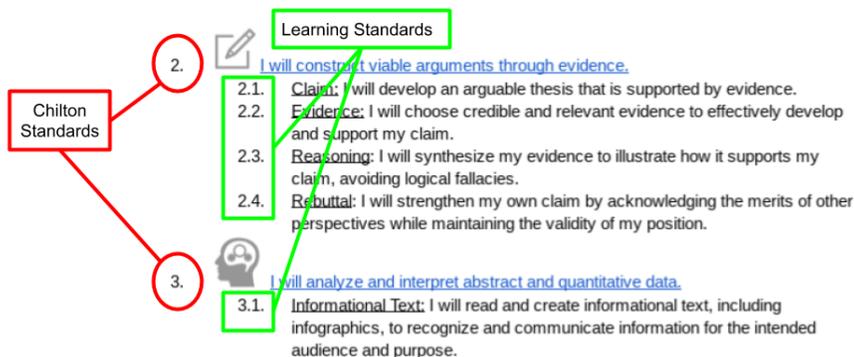


7. I will demonstrate employability skills. (Reported separately from the overall course score)

- 7.1. Respect: I will demonstrate respect for myself, others, and my school.
 - 7.1.1. I will clean up after myself.
 - 7.1.2. I will demonstrate a positive attitude.
 - 7.1.3. I will follow classroom expectations.
 - 7.1.4. I will collaborate and work productively with my group members in a polite manner.
- 7.2. Responsibility: I will take responsibility for myself and for my actions.
 - 7.2.1. I will listen to and follow directions.
 - 7.2.2. I will come to class prepared and on time.
 - 7.2.3. I will meet deadlines.
 - 7.2.4. I will actively participate in classroom activities.
 - 7.2.5. I will use my device productively as instructed.
 - 7.2.6. I will use my work time effectively as instructed.

Score Reporting:

- At CHS, we have Chilton Standards, followed by Learning Standards:



- Scores will be reported on a spreadsheet. We have chosen to do this because it is much easier for you to get all the information you need in one place than it is on PowerSchool.
- To access your spreadsheet the first time, login to PowerSchool.
 - Click on your overall score for American Studies.
 - In the Comments box, you should see something like this:

Teacher Comments: [click for SBL spreadsheet](#)

- Click the link and it will open your spreadsheet.
- Bookmark this spreadsheet, and then in the future, you won't need to go through PowerSchool to access it.
- This is what your spreadsheet will look like. We've highlighted the main points here:

The screenshot shows a spreadsheet with several key sections highlighted by colored boxes and arrows:

- Overall Class Score:** A red box at the top left explains that this score is the average of Chilton Standard scores, with INC or 1 defaulting to INC.
- Chilton Standard Scores:** A purple box at the top center explains that these are the average of Learning Standard scores under each Chilton Standard, with INC defaulting to INC.
- Learning Standard Scores:** A cyan box at the top right explains that these are calculated using the mode for each standard, averaging tied scores.
- Assessments:** A green box at the bottom left highlights the 'Assessment' and 'Due Date' columns, used for listing assignments and their due dates.
- Standard Scores:** A pink box at the bottom right highlights the columns for individual standard scores (e.g., Inquiry, Analysis, Claim, Evid, Reas, Rebutt, Eval, C & E, Pattern, Info, T, Conv, Format, Cite, On), where scores are input directly.

- **PLEASE** let us know if you have any questions. We would be more than happy to sit down with you and walk you through the spreadsheet.

Teacher/Student/Parent Effective Environment Compact

All of us need to be aware of the classroom rules and guidelines expected of us respectively in order to have a positive and productive year.

Here is a shortened link to the online syllabus: <http://gg.gg/ezdc2>

By signing below, I verify that:

- I have read and understand the syllabus.
- I agree to what is expected of me.
- I am aware of the scoring policy for my academic and employability skills scores.
- I am aware that my scores will be reported on the spreadsheet.
- I am aware of the American Studies Standards.
- I will contact Ms. Meyer and Mrs. Meyers with any questions that arise throughout the course as soon as they arise so we can all work through them together.

Return this page by Friday with your signature as well as one of your parents' signatures.

Ms Meyer

Teacher, Ms. Meyer

Mrs. Meyers

Teacher, Mrs. Meyers

Student

Parent

email or phone #

**Parent or Guardian, please put the email address and/or phone number where you can best be reached. Feel free to contact us anytime as well. Email is the best method to contact us.

Thanks- Ms. Meyer & Mrs. Meyers