Hello and Welcome to US HISTORY!!
Introduction: Who Am I?

My name is Brittany Kilner and I will be your child’s US History teacher this semester. This is my 8th year teaching here at QACHS. I am originally from Dorchester County, but currently live in Centreville with my husband and two daughters. Our oldest is Hadley, she just turned 4 and our youngest, Quinn, will be 1 next month! I went to Towson University for my Bachelor’s Degree in Social Science, and completed my Masters in Teaching degree at Salisbury University.
Course Description: Social Studies Program Overview

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

High School consists of an in-depth study of United States History, American Government and World History enhanced by further application of the Social Studies Skills and Processes.

The Honors Social Studies program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with history and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students’ cognizance of the richness of the field of social studies.
United States History

This course examines the major events in United States history from 1877 to the present and is taught in the traditional, chronological approach, as a continuation of the eighth grade curriculum (Colonial Era - Reconstruction). Students trace the political, social, and economic development of the United States from the late 19th century through present day.
Syllabus

All syllabi for each course taught are available on the web page created through the High School directory. Each course syllabi is linked below:

1st Period US HISTORY

3rd Period HONORS US HISTORY

4th Period HONORS US HISTORY
List of Materials/Supplies for the Course

To be successful in the course and have all necessary materials for daily instruction; please have the following available each day of class:

- Fully Charged Laptop (make it a habit that each night it is turned off and put on the charger)
- While preparing to get yourself setup for each day’s lesson, have your Schoology account pulled up in one tab
- If will also be recommended to have your Online Textbook: bookmarked for easy access.
  - HMH American History: Reconstruction to the Present
- While in your quiet space with minimal distractions, please also have paper and a pen/pencil available.
Contact Information

To contact me in the event you have questions or concerns, please email me using the school provided email below:

brittany.kilner@qacps.org
Teacher’s Office Hours

Every day of the week, except for Wednesday, there are Office Hours set aside for reteaching a particular student or small group, small group instruction and/or student/parent meetings.

Times include: 8:00-10:15am and 2:00-3:30pm

Students may schedule a time (through email) during office hours for tutoring. Or if needed, students may also attend a tutoring or instructional video conference during office hours.

Office hours are considered part of the school day, so tutoring or conferences scheduled during this time are mandatory. If there is an instructional conflict during the requested time, we will work together to find a time that works.
ATTENDANCE AND PARTICIPATING IN BOTH SYNCHRONOUS AND ASYNCHRONOUS LEARNING

EVERY DAY, attendance will be taken; both during the Synchronous and Asynchronous learning days. For Synchronous learning, students are expected to join the Google Meet, on time, and actively be engaged in the teacher’s lesson. During Asynchronous learning days, students will be working individually through Schoology, but are expected to log-in and complete the assigned work for the day.

If for personal reasons, a student must miss a class, they should follow the following steps:

1. Students should contact their teachers
2. Guardians should contact the front office if a student must miss a class, or a full day of classes, in order to ensure that the missed instruction is marked as an excused absence.
3. Students are responsible for making up any and all work missed due to an excused absence in order to receive credit for that work. All make up work must be completed by the established deadline or other arrangements must be made with the teacher.
   a. Students will have 3 days from the assigned due date to submit late work; each day after that, the assignment will be docked 10% off the final score.
Grading policy

Due to the shift to virtual learning for the Fall semester, the high school grading policy has been adjusted in order to provide students a better method to demonstrate their mastery of the content. The grades will now be divided into two categories: Mastery Assessments (50%) and Progress Assessments (50%).

- The previously utilized Final Exam category has been incorporated into Mastery Assessment category in order to better align with online learning.
- Mastery Assignments will continue to be any assignment that demonstrates the summation of a student’s learning - tests, projects, essays, etc.
- Progress Assessments will continue to be any assignment that demonstrates a student’s progressing towards mastery of concept - daily work, quizzes, discussion participation, etc.

Students will have three days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score. Teachers will establish a due date and a deadline for each assignment. After the deadline, late work will not be accepted. In extenuating circumstances, please work with the teacher directly.
Course Expectations

It is my hope that students will be able to accomplish the following course expectations this semester in their US History course:

★ Maintain a respectful and positive attitude
★ Work hard & do their best to thoroughly & accurately complete all assignments
★ Appropriately participate in class (virtually & in person sessions)
★ Be open minded thinkers & inquirers
★ Turn in assignments both completed & ON TIME
★ **ASK QUESTIONS**
★ **Virtual Learning:**
  - Join video conference on time
  - Have materials ready
  - Participate in class
  - Mute microphones unless speaking