

GHS Course Syllabus

General Course Information

Subject: US History Year: 2013-2014

Department: Social Studies Room #: 224 Periods Taught: 2A and 2B

Course Title: Modern America

Course Description: This course will examine the post-World War II history of the United States in the larger context of world events. Topics will include the Cold War and its aftermath, international issues and policies, human rights struggles, and revolutionary movements.

Faculty Name: Todd Patterson
Bachelor of Arts, Linfield College
Master of Arts, Teaching, Concordia University

Office Hours: Before or after school and by appointment.

Welcome/Introduction to Course: Welcome to Modern America. This is a survey course covering history of the United States from 1945 to Present. In addition to content, this course will focus on literacy. Students will read and write daily in order to improve their literacy skills and hone their critical thinking skills.

Note to Parents: Feel free to contact me via phone or email 503-844-1900, patterst@hsd.k12.or.us,

Learning Outcomes

- Course Objectives:
- Course objectives are consistent with the Hillsboro School District Social Science Power Standards.
 - *US History*
 - Evaluate continuity and change over the course of world and United States history.
 - Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.
 - Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.
 - Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.
 - Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.
 - Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.
 - Analyze and critique the impact of constitutional amendments.
 - Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.
 - Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.
 - Describe United States foreign policy and evaluate its impact on the United States and other countries.
 - Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.
 - *Historical Skills*
 - Evaluate an historical source for point of view and historical context.
 - Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
 - Construct and defend a written historical argument using relevant primary and secondary

sources as evidence.

- Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.
- *Social Science Analysis*
- Demonstrate the skills and dispositions needed to be a critical consumer of information.
- Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
- Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- Engage in informed and respectful deliberation and discussion of issues, events, and ideas.
- **CCSS Literacy**
- RL 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RL 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RL 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RL 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RL 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RL 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RL 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RL 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RL 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WL 1. Write arguments focused on discipline-specific content a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Readings

Required Text: United States History: Reconstruction to the Present

Optional/Suggested Text: Newspaper/news services. The Oregonian, ABC, CBS, NBC, CNN, Fox News, etc.

Grading & Plagiarism

Grading Categories & Percentages:

Grading	4.0-5.0=A
Scale:	3.0-3.9=B
	2.0-2.9=C
	1.0-1.9=D
	0-0.9=F

The quality of your work is what will separate your grade from just passing to excellence. All assignments will be graded using the 5-point scale (see below) and be weighted as follows:

Tests/Quizzes/Essays/Assessments=80%

*multiple assessment strategies are used throughout the semester including, but not limited to: tests, quizzes, essays, debates.

Classwork/Homework=20%

Total points will be added at the end of the grading period. The total accumulated points over the entire semester determine semester grades.

The most up to date grades will be posted online in the student management/grading system. According the Glencoe Student/Parent Handbook, students are expected to demonstrate continuous effort to accomplish class objectives. If you are not receiving a passing grade at mid-terms, a phone call home will be made to your parents alerting them to your academic situation. A student may receive a F grade, receiving no credit, if they fail to meet the standards by demonstrated learning throughout the course. In the most extenuating of circumstances a student may receive an Incomplete/No Grade with a short extension of time to demonstrate that they have met the standards for the course. The parameters and timeline shall be worked out with the teacher.

Late Work Policy: Please communicate with me regarding any known absences and how you can make up the work. Be aware you cannot make up participation points as you have to be in class, participating in order to receive them.

Work will be accepted up to one week late (7 days, including non-school days), with a 10% penalty. Assignments will not receive a score after the one week deadline. If there are extenuating circumstances please communicate with me immediately for consideration. "Just not getting it done" is not an extenuating circumstance! Accepting late work is up to the teacher's discretion, however, depending on the assignment.

For work turned in past the one week deadline the policy is as follows:

- An alternate writing assignment may take the place of a late assignment.
- Because completing assignments is a behavior, a behavior contract may be necessary for those who repeatedly turn in late work or ask for missing assignments.
- All missing assignments must be completed within the current midterm or quarter.

Once again, all decisions are ultimately based on the teacher's discretion.

Cheating/Plagiarism Policy: Cheating/plagiarism will not be tolerated. Any student caught cheating will receive a grade of zero on the assignment or exam. In the event of a second offense, the student may be removed from the class with loss of credit, suspended, or expelled from school.

Course Schedule/Outline: The following is a list of general topics that will be covered. This list is not all inclusive.

Quarter 1

The Constitution, Economic Systems, Post WWII – ex UN, Cold War to McCarthyism
Kennedy Administration, Civil Rights, Bay of Pigs, Cuban Missile Crisis

Quarter 2

Vietnam War, Nixon, Ford, Carter Presidencies, Culture of the 1960's and 1970's
Reagan, Bush (41), Clinton, and Bush (43) Presidencies
Terrorism, Current Issues

Major Assignments/Exams

Unit Exams, Essays, Semester Final Exam-a comprehensive final exam

*The instructor reserves the right to make changes.

**In addition to the course hours in the classroom, the expectation for work completion outside of class includes approximately 30 hours over the semester. Activities will include: homework, readings, essays, etc.

Classroom Conduct: **Respect your classmates, teacher, and visitors. Mature behavior is expected and required!!**

1. Your attendance is essential to learning, be in class and on time!
2. **BE ON TIME!** Unless you have a pass, your tardy will be considered unexcused and **WILL** impact your participation points for the class period. If you are more than 10 minutes late, it will be considered an unexcused absence. Repeated tardiness will result in disciplinary action including but not limited to a phone call home and/or a referral to the administration. Detentions and Saturday School are regularly assigned to students with multiple tardies.
3. Come to class prepared every day. Assignments, homework, textbook, notebook, etc.
4. **COMMUNICATE! COMMUNICATE! COMMUNICATE!** If you are having difficulty with any assignment let me know right away. Do not wait until right before class to get help on an assignment that is due. I am available before and after school to answer questions and help you. I also recommend using email to get help. I am a regular email user and frequently am able to respond quickly. I will not know that you need help unless you tell me!! Communication is key.
5. When any type of announcement comes on, I expect talking to cease immediately.
6. When guests are in the classroom please treat them with respect. This applies to any guest speaker and substitute teachers. They are guests in our class and should be treated with kindness and consideration.
7. In an emergency situation, there should be no talking, and all of my instructions must be followed without deviation.

Make-up Work Policy: Students with excused absences are allowed one more day than the number of days absent to complete and submit any assigned make-up work.

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This rule does not apply to previously assigned work or scheduled exams. If a student is absent when an assignment or large project is due, it is due when the student returns. If a student was in class when the work was assigned, it is still due when returning to class (i.e. here to receive long term assignment, gone during middle of project). If you are absent for a test, you will need to find a time outside of class to make it up. No test will be given during class time.