

# GHS Course Syllabus

## General Course Information

Subject: American History

Year: 2018-19

Department: Social Studies

Room #: 224

Periods Taught: 2,4,5,7,8

Course Title: U.S. History

**Course Description:** The course will examine the history of the United States from 1900 forward in the larger context of world events. Topics will include the Progressive Era, 1920s, Great Depression, World War Two, the Cold War and its aftermath, the Civil Rights movements, international issues and policies, human rights struggles, and revolutionary movements

**Faculty Name:** Joe Rodrick  
BS Political Science, Oregon State U  
MAT Concordia U

**Course/Faculty Website:** <https://sites.google.com/a/hsd.k12.or.us/rodrickj/american-studies>

**Office Hours:** 7:00 AM – 4:00 PM

**Welcome/Introduction to Course:** Welcome to American History! I look forward to getting to know each of you during the school year. To be successful in my class I recommend good attendance and participation. Please feel free to address me any time with concerns.

**Note to Parents:** E-mail is the best way to contact me. Please feel free to e-mail me any time at [rodrickj@hsd.k12.or.us](mailto:rodrickj@hsd.k12.or.us)

## Learning Outcomes

### Oregon Social Studies Standards

#### Historical Knowledge

- HS.1. Evaluate continuity and change over the course of world and United States history.
- HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.
- HS.3. Explain the historical development and impact of major world religions and philosophies.
- HS.4. 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.
- HS.5. 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.
- HS.6. 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.
- HS.9. 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.

#### Historical Thinking

- HS.10. Evaluate a historical source for point of view and historical context.

#### Geography / Civics

- HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
- HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
- HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).

HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.

Hs.20 Analyze distribution and characteristics of human settlement patterns

HS.21. Relate trends in world population to current events and analyze their interrelationship.

HS.23. Analyze distribution and characteristics of human settlement patterns.

HS. 48 Explain economic challenges to growth in developing countries

### **Social Science Analysis**

HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

### **Common Core-ELA Literacy 11-12**

#### **Reading**

11-12.RH.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.

11-12.RH.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.

11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11-12.RH.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).

11-12.RH.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.

11-12.RH.6 Evaluate author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

11-12.RH.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.

11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

#### **Writing**

11-12.WHST.1 Write arguments focused on *discipline-specific content*.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences..

## **Readings**

Required Text: United States History: Reconstruction to the Present

**Supplies:** 1. Everyday you will need to bring a Composition book. This notebook will be dedicated solely to this class and all classwork and homework will be organized in the notebook. The notebook will be collected every 2-3 weeks.

**Technology Use:** Hand held device will be used periodically in class. The expectation is if you have a handheld device, it will be on the table in the center of the table until it is used

## **Grading & Plagiarism**

### **Grading Categories**

#### **& Percentages:**

#### *Assignment Breakdown-*

Notebook (classwork/homework) 20%

Assessments (tests/projects/paragraphs) 80%

**Grading Scale:** All assignments and assessments are graded on a 100 point scale that breaks down the following way:

**Earned %**

**A=100-90%**

**B=89-80%**

**C=79-70%**

**D= 69-60%**

**F= 59-0%**

A progress report will be posted in class every 1-2 weeks. According to the Glencoe High School Student/Parent Handbook, students are expected to demonstrate continuous effort to accomplish class objectives. If you are not receiving a passing grade at mid-quarter, a phone call will be made to your parents alerting them to your academic situation.

In addition to the course hours in the classroom, the expectation for work completion outside of class includes approximately 1-2 hours per week. Activities will include finishing Cornell Notes, other homework, projects, and papers.

**Late Work Policy:** All work is to be done in your AMERICAN HISTORY notebook. This notebook will be collected every 2-3 weeks (about every 10 assignments) at the end of the Unit on the day of the tests.

#### **If you are absent**

1. Please talk to me **before or after school** regarding your absence and how you can make up the assignments you missed **AFTER** you have checked my website.

**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.

FOR TESTS: Students have the opportunity to make-up any test given. Students are strongly encouraged to re-take tests that they do not receive a B or higher on. This will be done on the student's time in the Testing Center.

#### **NG and I Policy:**

For students who are not passing the class at the end of the semester, may be eligible for a "No Grade" or "Incomplete" if they have shown progress toward achieving understanding of the standards covered during that semester. The assignment of a NG or I is completely at the discretion of the teacher. If a NG or I is given, the student will be informed of the material needed to be covered and the timeline for completion by the teacher.

**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 will meet with administration for further action. This includes "sharing" notebooks. **At no time, shall a student have more than one notebook in their possession.**

**Course Schedule/Outline:**

**Quarter 1**

American History Review- Declaration of Independence, Bill of Rights, Civil War and Reconstruction  
Progressive Era  
Imperialism

**Quarter 2**

1920s- The Roaring Twenties  
1930s- The Great Depression and the New Deal  
1940s- WW2

**Quarter 3**

1950s- Cold War, Korean War, Vietnam War  
1960s- Civil Rights Movements

**Quarter 4**

1970s onward- Modern Day America

*\* The instructor reserves the right to make changes.*

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

1. Come to class prepared.
2. Be on time.
3. Communicate with me if you are having any problems
4. When any type of announcement comes on, I expect talking to cease immediately
5. Overall, act like the adults that you are becoming and all will be well and good.