

Advanced US History – Course Syllabus

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Focusing on the late 1800s to the present day, students will study important issues faced by the American people as well as the solutions that have been developed to resolve these issues. Political, international, economic, social, cultural, and geographic themes will be emphasized. As these themes develop, students will have a greater understanding of the history of our country.

Textbook

Brinkley, Alan (2003). American History: A Survey (11th ed.). McGraw-Hill.

Supplementary Materials

Other texts or readings.

Selected articles from periodicals and newspapers

DVD and video clips

COURSE UNITS

The Changing Role of the United States in global affairs

Standards addressed:

- HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.
- HS.54 Evaluate continuity and change over the course of world and United States history.

This section focuses on the changing role of the United States in international affairs, from the end of the civil war to the present. It will include investigations of the following:

- United States' expansionist foreign policies of the late 19th century: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson's peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States' global status
- Involvement and participation in the Second World War
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War
- United States' involvement in Vietnam: the reasons for, and nature of, the involvement.

Coming to America: Immigration Throughout History

Standards addressed:

- HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

This section focuses on changing immigration patterns and the impact of immigration on the United States. Students will study the evolution of America's immigration policies from the late 1800s to present. This includes:

- European immigration at the end of the 19th century; Chinese Exclusion Act; Gentlemen's Agreement
- Evolving Immigration Policies

Race and the American Experience

Standards addressed:

- HS.64 Examine the development of the concepts of ethnicity and race.
- HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.
- HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society

This section focuses on America's efforts throughout history to address issues related to race. It will include investigations of the following:

- Reconstruction and Jim Crow era.
- Racial tensions during the First World War.
- Social impact of the Second World War; impact on minorities; conscription
- Treatment of Japanese Americans during the Second World War
- Civil Rights Movement

The Economy, Class and the Role of the Government in American History

Standards addressed:

- HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world,

- U.S., and Oregon history.
- HS.59 Analyze ideas critical to the development of social, labor, and political movements in history
 - HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements

This section focuses on the economic growth and transformation of the United States and the challenges and opportunities arising from these. The origin of fundamental political debates around the role of the government will be explored. This includes:

- Industrialization, urbanization and progressivism
- The Great Depression and New Deal legislation
- Lynden Johnson and the Great Society

Gender and the American Experience

Standards addressed:

- HS.59 Analyze ideas critical to the development of social, labor, and political movements in history
- HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements

This section focuses on America's efforts throughout history to address issues related to gender. It will include investigations of the following:

- Women's suffrage, passage of the 19th Amendment
- Women and World War II

Research Project

The research project is an opportunity for students to demonstrate the application of their skills and knowledge to a historical topic of their choice. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion consistent with the evidence and arguments that have been put forward.

Important items:

- Please be aware that both semesters of this class are required for graduation. Please check your grade frequently and contact me immediately if you feel you need extra help.
- As this is a standards-based class that uses a proficiency grading type of model, adopted across departments at Tualatin High School, your academic grade is 100% based on student performances that will be assessed using a feedback rubric (scoring guide).

- * Different standards have **specific rubrics**, but they are all built to reflect the below:

4 Exceeds	Consistently grasps, applies and extends the grade level standard beyond the expected level of mastery.	1 Beginning	Working well below grade level standard.
3 Meets	Grasps and applies the grade level standard. Has met the standard.	0 Not Attempted	No attempt to meet the standard was made
2 Approaching standard	Making progress towards the grade level standard.		

- *Important information about resubmission and retake opportunities:*
If students receive a first score of 1 or 2 on any major assessments, they may do one RESUBMISSION/RETAKE, (Note: 3 is the maximum level awarded for a resubmission/retake) within an announced time frame after the initial assessment date.
- *Work missed due to absence should be made up as soon as is reasonable.* If some standards-based assessments are not completed, an “NA” (Not Attempted) score will be entered until it is turned in. This can drop the overall grade to an F until it is made up. This is because credit cannot be awarded if there is no sample to assess you on one of the main standards.

GRADE CATEGORIES

HOMEWORK	20%
CLASSWORK	20%
ASSESSMENTS	60%

GRADE SCALE

The grade scale is modified to make sense of a standards-based system in which scores are reported as a 4 (Exceeds the standard), 3 (Meets the standard), 2 (Nearly meets the standard) or 1 (Beginning to address the standard). Here’s the issue: to a computer grade book, a student who gets all 3s would have a percentage of 75%, which would be assigned as a C on the traditional grade scale, but we (as a Social Studies department) believe a student who meets all standards should earn a grade of B (to give just one example). As a result, here is the adjusted scale for this class:

A	100% - 87.5%
B	87.49% - 70.0%
C	69.99% - 52.0%
D	51.99% - 40.0%
F	less than 39.99%

Late Work

Students are expected to complete and return assignments by the specified deadline. Repeated failure to do so may result in parental contact, lunch-time detentions, or other interventions. Deadlines for submission of late work will be clearly communicated by the teacher during each grading period.

Attendance

Students are expected to be in every class everyday. Understandably, occasions will arise that make it impossible for a student to attend class. In those instances, a student will be accountable for any work assigned while they are gone. The student will be expected to approach the instructor and request make-up work upon their return. **It is not the instructor's job to seek out the student.**

Admit slips will only be necessary if the student misses a part of a class due to an appointment or other excused absence. Please utilize the class website to access information and assignments concerning make-up work for absences.

Repeated tardies will result in parental notification, detention, and/or referral to administration, per school-wide tardy policy.

Anyone who arrives at class more than 10 minutes late will be marked absent.

Behavior

Students will be expected to follow Tualatin High School's "House Rules".

- **Be respectful**
- **Be responsible**
- **Be safe**

These rules will be discussed at length during the first day of class, and revisited throughout the year. Severe misbehavior may result in referral to the school's administration.

TTSD Technology AUP and Academic Honesty

Please refer to the TTSD acceptable use policy and TuHS Student Handbook regarding use of school provided technologies and academic honesty expectations.

Student Planners

Students must have their planners with them daily in class, as they will be required as a hall pass. They will also have the opportunity to keep track of their weekly assignments and due dates in their planners. Students will not be allowed to leave class without their planners. Students may not use another student's planner because they don't have their own. These conditions do not apply to an emergency situation. If a student loses their planner they may purchase another one at cost as long as supplies last.

Food and Drink/ Dress code

No food or drink is allowed in the classroom. This includes chewing gum. Students are permitted to have water in the classroom. Repeat offenders may be reported to the SAO. Students are expected to familiarize themselves with and abide by the school's dress code policies.

TAG Students

To ensure that students designated as "Talented and Gifted" (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (this will be different work of a complementary nature and not extra work on top of existing assignments). At any time, TAG students are encouraged to meet with me if they feel the rate or level of learning in the class does not meet their needs