

Advanced US History Syllabus - Mr. Taylor

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Purpose of Advanced U.S. History:

This course will examine major events in 19th & 20th century American History & develop critical social studies skills such as non-fiction reading, research, analysis, dialogue, writing & technological fluency. This course is a prerequisite for the International Baccalaureate History program & is intended to develop the skills you will need to succeed in the I.B. History program.

We will sharpen our abilities to analytically research, think, speak & write about major historical developments in United States history as we reflect upon the impact that the choices, values & individuals that shaped each of these events have had on the U.S. & the world today. We will also study U.S. History as a way to better understand how our own values & actions shape the society & the world we live in today. This class is designed to challenge students to go beyond the role of a high school student to be an historian & a conscious participant in our country's present & future.

Common Core Standards & Oregon State Standards Addressed:

Knowledge:

1. Evaluate continuity & change over the course of United States history.
2. Analyze the complexity & investigate causes & effects of significant events in United States history.
3. Investigate the historical development & impact of major scientific & technological innovations; political thought, theory & actions; & art & literature on culture & thought.
4. Examine & evaluate the origins of fundamental political debates & how conflict, compromise & cooperation have shaped unity & diversity in United States history.
5. Analyze ideas critical to the understanding of U.S. history such as: imperialism, isolationism, communism, conservatism, liberalism, fundamentalism, populism, progressivism, racism & feminism.
6. Analyze the history, culture, tribal sovereignty & current issues of the American Indian tribes.
7. Explain how the American labor movement influenced events & thinking in the United States over time.
8. Identify historical & current events, issues & problems when national & global interest have been in conflict & analyze the values & arguments on both sides of the conflict.

Skills:

1. Gather & analyze historical information, including contradictory data, from a variety of primary & secondary sources, including sources located on the Internet, to support or reject hypotheses.
2. Define, research & explain an event, issue, or phenomenon & its significance to society or history.
3. Differentiate between facts & historical interpretations.
4. Evaluate an historical source for point of view & historical context.
5. Construct & defend a written historical argument using relevant primary & secondary sources as evidence.
6. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
7. Analyze an event, issue, problem or phenomenon, identifying characteristics, causes, & both short-term & long-term effects.

Educational Technology Skills:

1. Demonstrate creative thinking & problem solving skills to develop innovative products & processes using digital technology.
2. Use digital media to communicate & work collaboratively, to support individual learning & contribute to the learning of others.
3. Apply digital tools to gather, evaluate, validate & use information.
4. Use critical thinking skills to plan & conduct research, manage projects, solve problems & make informed decisions using appropriate digital tools & resources.
5. Understand human, cultural & societal issues related to digital technology & practice legal, ethical & responsible behavior.
6. Utilize technology concepts & tools to learn.

Units & Assessments:

Students will develop the knowledge & skills listed above by examining major 19th & 20th century social, economic & political trends & demonstrating their understanding of these themes through a final assessment that requires research, critical thinking, analytical writing & a public presentation/sharing of ideas. The sample units listed below reflect typical content addressed in Advanced U.S. History but the specific units of study may change in order to better meet the needs of the class throughout the academic year.

Semester 1: American Indian Policy, The Civil Rights Movement, Immigration in America, Industrialization, The Great Depression

Semester 2: Spanish-American War, World War II, The Cuban Missile Crisis, The Vietnam War, 20th C. American Foreign Policy

Grading Model:

Formative Assessments – 60%

[Designed to Demonstrate Proficiency on Multiple Knowledge & Skill Standards]

Examples:

- A. Essays
- B. Research Projects
- C. Class Deliberations/Simulations
- D. Presentations of student research, thinking, writing &/or creation.

Class Work – 20%

Examples:

- A. Analytical reading, writing & discussion that reflects an understanding of change & continuity, cause & effect, historical impact.
- B. Researching & evaluating information from primary & secondary sources.
- C. Identifying/analyzing contradictory data in writing & discussion.
- D. Distinguishing between fact/interpretation in writing & class discussion.
- E. Analyzing an event/issue from varied perspectives.
- F. Analyzing an event/issue to identify causes & short/long-term effects.
- G. Applying appropriate digital technology skills to the learning process.

Homework – 20%

Examples:

- A. Analytical reading & note-taking that reflects an understanding of change & continuity, cause & effect, & historical impact on open-note reading quizzes.
- B. Analytical reading that reflects an understanding of change & continuity, cause & effect & historical impact on short writing samples.
- C. Researching & evaluating information from primary & secondary sources.
- D. Identifying/analyzing contradictory data on short writing samples.
- E. Distinguishing between fact/interpretation on short writing samples.
- F. Analyzing an event/issue from varied perspectives.
- G. Analyzing an event/issue to identify causes & short/long-term effects.
- H. Applying appropriate digital technology skills to the learning process.

This class is focused upon developing & demonstrating greater proficiency with the Common Core standards & Oregon State History standards in alignment with Oregon House Bill 2220. This means that major assessments such as research projects, essays & presentations are scored with rubrics designed to evaluate these standards & are weighted to determine 60%-- or the majority—of the final grade. In other words, demonstrating proficiency on these major assessments will demonstrate proficiency on multiple knowledge & skill standards & will largely determine your grade for the class. We use class work & homework as tools to build proficiency with the state & common core knowledge & skill standards over the academic year.

Assignments are weighted by category. This means that you cannot simply add up all the points earned in the class & divide them by the points possible to determine a percentage & score.

Grades that reflect student behavior or participation such as communication/teamwork & personal management are separate from final academic grades.

Check the Website:

The class website contains many resources for students to complete assignments, make-up missed work or prepare for assessments as well as a daily blog describing our in-class activities & homework assignments:

<http://taylor603.weebly.com/>

Learning with Technology:

This class will often integrate iPads as a learning tool in the classroom environment. Students will be given multiple opportunities to develop their technological fluency as they build other critical academic skills in alignment with the Common Core & Oregon State Standards. Digital learning opportunities will provide students with opportunities to develop technological literacy in parallel with the development of greater proficiency in analytical reading, writing, thinking & research. Students & parents will be required to sign the "iPad Acceptable Use" contract & students will be held accountable for using the privilege of technology appropriately & responsibly.

Required Materials:

1. TextBook: American History: A Survey Alan Brinkley (Bring to class when required. Leave at home for most of the academic year).
2. Large Spiral Notebook (5 Subject notebook recommended)
3. 3-Ring Binder
4. Pens & Highlighters

Expect:

1. HOMEWORK (Reading, Note-taking, Research, Writing, Multimedia Projects)
2. Quizzes on assigned homework reading
3. Research & Writing
4. Media-rich project-based learning (individual & group)
5. Class simulations

Late Work:

Work is due at the beginning of each class & considered late at any other time. Late work will be accepted 1 day after the due date at a 50% loss. Work missed during an excused absence can be made up according to the student handbook's policy.

Talented & Gifted Opportunities:

This advanced course is specifically designed to meet the specialized needs of students requiring enhanced & rigorous curriculum. The rate & level of learning will be challenging, incorporating special activities & groupings with students who are willing to perform at high levels. At any time, "Talented & Gifted" (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. The curriculum & instruction of this course may be differentiated to include specialized groupings, accelerated pacing & extension/challenge activities (this will be different work of a complementary nature & NOT extra work on top of existing assignments).

Class Policies:

- A. R-E-S-P-E-C-T: Treat everyone in the classroom with respect: without putdowns, sexual harassment, swearing, or negative facial expressions. Racist, sexist or homophobic remarks are not tolerated at Tualatin High School.
- B. No food or drink in the classroom.
- C. No Cell Phones or Electronic Devices: Cell phones, iPods, etc. are extremely disruptive to the learning environment. This class has a zero tolerance policy for electronics. Electronics should not be visible or audible in the classroom. If your electronics are seen or heard they will be confiscated & given to SAO as stated in the school policy.
- D. Tardiness: School policy: 4th tardy = 20 minute class cleanup; 5th tardy = after school detention.
- E. Restroom Use: No restroom use during the first 15 minutes or the last 15 minutes of class per school policy. Students use the restroom one at a time.
- F. Academic Integrity: Plagiarism or cheating will result in a zero on the assignment.

Dear Advanced U.S. History Students & Parents:

Please feel free to contact me with any questions or concerns you may have about the class at any time throughout the academic year. I am always very willing to meet with students & parents individually to offer support for your academic success.

Email is the most efficient way to contact me: btaylor@ttsd.k12.or.us. The class website is an excellent resource for parents to keep up-to-date with daily & weekly class activities: <http://taylor603.weebly.com/>

I have read this syllabus & understand the course expectations & policies.

Student's Printed Name _____ Signature _____

Parent/Guardian Name _____ Signature _____