

Course Syllabus

Course Name: Practical United States History

Course Number: XSM341-XSM342

Teacher Name: Mr. Luke Maas

Teacher Email: lmaas@dbqschools.org

Office Hours: 6th hour prep 12:41-1:28

Course Description: This course is intended to develop in students an appreciation and awareness of this country's history. It allows students of all abilities to experience and investigate key social studies concepts by integrating the history, geography, and culture of the United States. This is a yearlong, two-credit course that presents an overview of the geography of the United States, our historical background, and a study of current events.

A basic chronological order will be used to cover the significant events that have shaped the country's development in the Twentieth and Twenty-First Centuries. Units of study will focus on topics such as immigration, Progressivism, the U.S. in World War I, the Jazz Age, the Great Depression and New Deal era, the U.S. in World War II, the 1950s, 1960s, Vietnam War and from President Carter to President G. W. Bush.

Students will be taught study skills to be successful in Practical US History. The general format of the class will include discussions regarding readings, including primary sources, audio-visual items, simulations, journals and alternative evaluation instruments.

Alignment to the Iowa Core in History/Social Studies Grades 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Standards/Course Expectations:

This course addresses the following Iowa Core Standards:

- Social Studies #1: Understand historical patterns, periods of time, and the relationship among these elements
- Social Studies #2: Understand how and why people create, maintain, or change systems of power, authority, and governance
- Social Studies #4: Understand the role of individuals and groups within society as promoters of change or the status quo
- Social Studies #5: Understand the effect of economic needs and wants on individual and group decisions
- Social Studies #6: Understand the effects of geographic factors on historical events
- Social Studies #7: Understand the role of innovation on the development and interaction of societies
- Social Studies #8: Understand cause and effect relationships and other historical thinking in order to interpret events and issues

Evaluation and Assessment

The student's grade will be determined by a variety of assessments using a straight point system. Assessments consist of participation, maps, writing, reading, assignments, tests, quizzes, and projects. Rubrics, checklists, or assignment explanation forms may be used for evaluation criteria and are given in advance.

Some formative assessments (daily work, end of class quizzes, and writing prompts) may not be included in the final grade for the class. These activities will be used to assess the student's understanding of the material within the unit.

Summative assessments will include written tests, projects, quizzes, maps, and writing assignments. These summative assessments will be counted toward the final grade and will reflect the student's final understanding of the topic.

Each student will take a final examination. The final will be scored as a regular test. All assignments should be submitted typed or written in blue or black ink. (**No Gel Pens**)

Grading Scale:

A 93 – 100	C 73 – 77
A- 90 – 92	C- 70 – 72
B+ 88 – 89	D+ 68 – 69
B 83 – 87	D 63 – 67
B- 80 – 82	D- 60 – 62
C+ 78 – 79	F 59 and Below

Core Materials:

History of Our Nation textbook by Wayne E. King and John L. Napp.
Primary and secondary source material for individual lessons and units

Activities/Timeline (subject to change):

1. Progressivism
2. The U.S. in World War I
3. The Jazz Age/1920s
4. The Great Depression and New Deal era
5. The U.S. in World War II
6. Culture of the 1950s
7. The Cold War
8. Culture of the 1960s
9. The Space Race
10. Vietnam War
11. From President Carter to President George W. Bush

Extra Credit:

During the course of the semester students MAY have the opportunity to do essays and/or study questions for extra credit. In order to earn extra credit, students must have all required work completed and turned in. Extra credit has to be completed within one week of being assigned. Extra credit must also be handed in 5 days before the end of each marking period. A student can earn no more than 50 points of extra credit per semester.

Make-up Work

Students have one day for each day they are absent to make up missed class work. If a student has missed instruction required to complete make-up work, this instruction can be made up before or after school upon arrangement with the instructor. If a student has missed a day of school, it is the student's responsibility to check in with the instructor to see if any assignment or instruction needs to be made up. Tests can be completed within one week of the absence and may include an alternative form of testing.

Attendance:

Any day or part day of instruction missed, whether excused or unexcused impacts a student's learning. Families play a key role in making sure their children attend school on time every day. It is important that both schools and families understand why attendance is important for school and success. Parents/guardians are strongly urged to schedule vacation during the summer and various breaks in the school calendar. All students including students over the compulsory attendance age will be held to the Dubuque Community School District attendance policy (Policy 5107).

Electronic Devices:

While in the classroom for Practical United States History, electronic devices must be stowed away in a backpack or pocket. If a student chooses to use an electronic device (cell phone, iPod, etc.) the student will receive one warning to put it away. If the student needs a second reminder of the policy, staff will collect his/her electronic device until the end of class. A phone call may also be made to parents to work out a plan to manage electronic devices. During special work periods for projects, students may listen to music with teacher permission and at a low volume. If the device becomes distracting in any way, privilege to use it will be lost.

Expectations:

1. Prepared: Two feet in when the bell rings, have necessary materials, have agenda
2. Responsible: Be honest, comply with adult requests, leave no food trace, appropriate use of technology
3. Inclusive: Be respectful, help each other, stand up for others, collaborate with classmates
4. Dignified: Respect personal property, allow others the best opportunity to learn, resolve conflicts with maturity
5. Empowered: Participate in class, be an active and respectful listener, respect opinions of others, ask questions when you need help

Behavior Interventions:

All behavior interventions will follow the Dubuque Community School District Policy 5200. Please refer to your student planner for this policy.

Strategies and Interventions:

Your past performance will be considered in class (when applicable), the circumstances of the concern and the seriousness of any incident you are involved in will be considered when choosing a strategy or intervention to help improve your academic or behavioral success. Every effort will be made to accommodate and assist you to be successful. Interventions may include additional individual instruction before or after school, referral to a LRC for additional help and/or instruction, and implementation of accommodations specified in the IEP.

Teamwork and respect are very important.
Every choice, good or bad, has a consequence.

I have read and understand the expectations of Mr. Maas's United States History class

Student Signature

Date

Parent/Guardian Signature

Date