

# U.S. History: 1900-Present Syllabus Gille 2017-2018

Room B137 552-5644 bgille@dbqschools.org

## Course Description

United States History in the Twentieth Century studies the ideas and themes of the Progressive era to the development of modern America to achieve three major goals. The first goal is to study the roles different groups of people, technology, and communication play in determining our place in the modern world. The second is to promote respect for the nation's rich cultural diversity and for the contributions of diverse people to its history. The third goal is to strengthen students' social studies skills including critical thinking skills, map-chart skills and civic responsibilities to be twenty first century learners.



Go Rams!

## Office Hours: 7:00-7:30 and 2:10-2:30

1 <sup>st</sup>	Content Leader Prep- B133
2 <sup>nd</sup>	Psychology- B137
3 <sup>rd</sup>	US History- B144
4 <sup>th</sup>	US History- B143
5 <sup>th</sup>	US History- B143
6 <sup>th</sup>	Prep- B133
7 <sup>th</sup>	Content Leader Prep- B137

*We have the power to make this the best generation of mankind in the history of the world, or to make it the last.*

-John F. Kennedy

## Iowa State U.S. History Standards:

SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.

SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S.

SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills)

SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.

SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law.

SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.

SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I.

SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.

SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America.

SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture.

SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them.

SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.

SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.

SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.

SS-US.9-12.27. Evaluate Iowans or groups of Iowans who have influenced U.S. History.

## Assessments:

Students will be assessed in a number of ways in this course. This will include formative and summative assessments. Examples of assessments that will be used in this course include: exams, quizzes, projects, essays, and debates.

### **Units of Study:**

- 1.) **Becoming a World Power: 1898-1920 (Immigration, Industrialization, Progressive Movement, Spanish American War, Expansion, and WWI.)**
- 2.) **A Modern Nation: 1919-1940: (The Roaring Twenties, Great Depression, & New Deal)**
- 3.) **A Champion of Democracy: 1939-1960: (WWII, Cold War, & Postwar America)**
- 4.) **A Nation Facing Challenges: 1954-1975: (New Frontier and Great Society, Civil Rights Movement, Vietnam War, Social Change)**
- 5.) **Looking Toward the Future: 1968-Present: (A Search for Order, A Conservative Era, Into the Twenty-First Century)**

### **Instructional Strategies:**

I will incorporate many different forms of instructional strategies as we progress throughout the course. The following forms of instruction will be implemented in this course: daily and homework assignments, lecture & notes, individual and group projects, individual and group reading, Reading Like a Historian, videos and image analysis, historical research, and essays.

### **Resources:**

Outside class resources can be VERY valuable tools to use in order to be as successful as possible in this class. The following resources will be useful and needed at times:

### **Textbook:**

American Anthem: Modern American History  
Holt, Rinehart and Winston (2009)

Online Version: <http://my.hrw.com/>      Username: ugille      Password: juniors

### **OneDrive**

This class will be using OneDrive throughout the year. OneDrive is accessible through your school email. Various assignments/tasks will be done using OneDrive throughout the school year. More information will be given throughout the course of the year.

### **Canvas**

This class will be using the Canvas Learning Management System as well. Canvas allows the student to have 24-hour access to the class and the resources/materials of the class. Students can access canvas by logging in with your school login information. The link to Canvas is [www.dubuque.instructure.com](http://www.dubuque.instructure.com)  
Assignments, notes, and other resources will be stored on Canvas. There will also be times throughout the year that quizzes, tests, discussions, and other assessments will be done through Canvas.

### **Academic and Behavioral Expectations:**

1. **Classroom Behavior:** Every student is expected to treat one another, and the teacher with respect. Every student's opinions and input are valued, and should be treated that way. Verbal, and/or physical harassment will not be tolerated! This is a learning community and students should work with each other to become successful.

**\*\* You will also be required to follow the behavior expectations as outlined in the Student Planner.**

2. Attendance: Grades and attendance go hand in hand. A certain amount of material that is NOT in the textbook will be presented in class. A number of exam questions will come from material presented exclusively in class lectures or handouts. If you are in the building but did not attend class (field trip for example), stop by to find out what was covered in class that day and pick up any materials. **It is your responsibility to make up anything that was missed when you are absent.** Attendance policies per the Senior High School handbook will be enforced!!

**\*Students should bring all necessary classroom materials to class EVERYDAY! This includes textbook, journal/notebook, pen/pencil, folder, etc.**

3. Tardy: Tardiness is disruptive to class, and can show a lack of respect to everyone. **If you are not in the classroom when the bell rings, you are tardy.** You will get two freebies; if after your second tardy you are still late for class I will begin to implement the school tardy policy. After 5 tardies, at my discretion, I may give you a 15 minute detention for each tardy you proceed to have. That must be served with me after school. If tardies continue to be an issue contact with administrator and parents will be implemented. It will be in your best interest to arrive to class on time! I DO NOT go over class material again for tardy students.

4. Electronics: Cell Phones: Cellphones are not allowed during class instruction or activities, unless otherwise said by the teacher. If you have a cellphone out during a test/quiz you will receive an automatic “ZERO” on that test/quiz. The first cellphone offense in class I will give you a verbal warning, but after that I will enforce the Senior High School policy per the handbook. Second Infraction: cell phone is placed on my desk and given back after class, Third Infraction: cell phone is confiscated and sent to AP office where student may pick up after class, and parent is contacted. If there is a cellphone storage/charge center in the classroom, cellphones may be placed in there as well. **iPods, iPads, Kindles, etc. will not be allowed in class unless authorized by me!** We are here to learn, you can go 46 minutes without checking your phone!

5. Participation: Contribute to class discussions. Pay attention to audio/video, lectures, and speakers with a heads up style and attitude. This will be an active classroom, and all students will be expected to play a part in that interaction. Work on class-related assignments. This class will not be a class where you are allowed to catch up on lost sleep. You will not be allowed to fall asleep; if you are attempting to sleep you may be asked to exit the room to the Social Studies lab or the AP office. There may be times where you are called upon to correct someone else’s assignment. If it is found that you have not corrected it properly you risk losing points!! At times, participation will be graded in such activities as debates, discussions, and simulations.

6. Note-Taking: Students will be expected to take notes during class. Notes will be beneficial to you, not only for homework, but to study for quizzes/exams. There will be some times throughout the year where I will allow the students to use such notes on quizzes/exams. Therefore it is advantageous for students to take sufficient notes that will help them.

7. Food and Drinks: You may have bottled water in the classroom, however in accordance with the school district’s wellness policy, **ABSOLUTELY NO FOOD IS ALLOWED.** No pop, juice, etc. I will allow gum as long as you can chew it in a respectful manner. Do not leave it on or under chairs/desks, or snap/pop gum in class. If food is present in class I will ask you to put it away. If that is not done, food will be confiscated.

**\* If you must leave the room during class time, you must have a pass signed by me.**

### **Grading Plan:**

**This class will consist of a variety of activities including, but not limited to, note taking, lecture, class discussion, cooperative activities, simulations, debates, group and individual projects, as well as research, essay writing and utilizing video components. Grading is done on a weighted scale. The scale is as follow:**

1. Homework: We will complete many assignments and activities in this class. Homework will be due on the date that I set forth. Students will be required to complete and turn in assignments on that due date. If student does not turn in assignment on due date he/she has until the end of the chapter to receive 50% of the credit. If you are absent, it is your responsibility to come see me for the homework assignment. Homework may be written on the board or on a table by my desk. **Homework assignments will be worth 10% of your total grade.**

2. Quizzes: There will be 2-3 quizzes given for each chapter of study. The quizzes will be administered after important parts of the chapters or after specific readings. Use these to prepare for the unit tests. If you are absent for a quiz you will need to make it up the next day you are present in class. Notice of quizzes will be given 2-3 days before. **Quizzes will be worth 20% of your total grade.**

3. Debates/Essays There will be numerous debates and essays throughout the school year. These are used as both formative and summative assessments. Every chapter will have at least one debate or essay. If you miss a debate in class, you will have a makeup assignment to earn equal credit for the missed debate. One of the major goals in class will be to improve both your speaking and writing skills. Critical thinking will have a heavy emphasis. **Debates and Essays will be worth 25% of your total grade.**

*This country will not be a good place for any of us to live in, unless we make it a good place for all of us to live in.*

-Theodore Roosevelt

4. Tests: Tests will be given at the end of each chapter. If you are absent for a test you must make up the next day you are at school. If you have an extended illness or other circumstance, we will come up with an alternative solution. It is your responsibility to schedule a time to make up the test. Tests will be made up of multiple choice, matching, true/false, fill in the blank, document readings and essay questions. **Tests will be worth 25% of your total grade.**

5. Projects: There will be times when students will be assigned various group/individual projects, essays, or participate in debates. Students will be given a due date by me and will be expected to complete the assigned work by that date. I will make sure to provide sufficient time in class for the students to work on these, but some time may be required outside of class. These assignments will be chances for the students to really use their creativity and critical thinking. Students will be given rubrics to understand what is being required from them for these projects/essays/debates. Any project or paper late 1 day drops 50% in value and 10% more each following day! With plenty of time to work on these, there should be no problem getting them turned in on time! **Projects will be worth 20% of your total grade.**

TOTAL GRADED PERCENTAGES ARE TENTATIVE AND SUBJECT TO CHANGE.

**Grading Scale:**

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59.9-↓	F

**IF YOU EXPERIENCE PROBLEMS, SEEK SOLUTIONS EARLY!**

I am more than happy to help you with any questions, concerns, or problems that you may be having with the class and work, but you must come to me to talk about it! The Social Studies Learning Center, study hall, library, F.A.S.T., 5<sup>th</sup> hour resources time, and tutoring services are available to students who need additional assistance to meet course requirements. If you are having difficulty with any of the concepts offered in this class please ask for assistance right away. Please refer to office hours, email, and website for further help.

If you are a student who requires specific assistance, such as having a test read or other accommodations, please inform the teacher immediately. This conversation must happen before the need arises. **This is your responsibility.**

**ACADEMIC HONESTY**

You will receive a zero for any of the following: Having a cell phone/electronic device out during any kind of exam (Quiz, Test, etc...) Cheating on an exam, copying or letting someone copy assignments, turning in work that is not your own, not using documentation (plagiarism) to give credit to the original author. You are all smart with great ideas, use YOUR brain!!

**FINAL WORD**

You will get what you put into this class. I do not intend for this class to be boring, or dominated by me, but it will require you to participate and work cooperatively. This can be a fun and enjoyable class as long as we work together to make it that way.

**Communication Methods:**

You can contact me at the following phone number or email address listed at the top of this syllabus. This information can also be found on the school website. I am always open to meeting in person as well.

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US History Class Expectations-Gille

Please return this signed form by Friday, August 25, 2017.

I have read and understand the expectations of this course. \_\_\_\_\_

Print Student Name Here

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature