



Reynolds High School

Building Relationships for Academic Success

U.S. History

Patrick Brown

503-667-3186 Ext. 1125

Room: 716

pbrown@rsd7.net

Schoology (contains course materials & updates) → reynolds.schoology.com

StudentVue (contains student grades for course work)

Required Textbooks/Materials:

Each student is required to come to class with the following materials to be successful:

- Charged Chromebook or personal laptop and charging cord (***frequently used**)
- Three-Ring-Binder with a section or folder dedicated to this course
- Notebook paper or spiral notebook dedicated to this course
- Writing utensils: pencils, pens, erasers, highlighters

Course Description:

The United States History course is a required yearlong course (**1 credit – ½ credit each semester**). In alignment with Oregon's content standards, students will have learned about key events in U.S. history up to the 1870's; therefore, our curriculum picks up following Reconstruction and continues through the remainder of the 19th, 20th, and 21st centuries. The course will cover significant events, trends, and themes of the U.S. history. Students will understand the complex interaction of ideas and events that have shaped the United States and the world in which we live. Students will develop their skills of evaluating evidence and analyzing opposing viewpoints to better understand how the past informs the present.

Course Requirements:

This course is designed with individual units that focus on thematic events and periods in U.S. history. Each unit will conclude with a unit exam which covers all materials assigned, discussed, or shared during that unit. Each unit exam will be accompanied with a key terms study guide and there will be a review before each exam. During each unit expect there to be a multitude of assignments and occasionally projects such as: presentations, reports, journal entries, or written essays.

Course Schedule/Outline of Units:

Unit 1	<p>The “American Dream” & 8th Grade Review</p> <ul style="list-style-type: none"> - What is your American Dream? - Rapid review of 8th Grade U.S. history through Reconstruction
Unit 2	<p>Maturing Industrial Society (1840-1920)</p> <ul style="list-style-type: none"> - Western Expansion & Conflict with Tribal Nations - Industrialization & Labor Movement - Immigration & Urbanization - Progressive Movement
Unit 3	<p>Expanding U.S. Global Influence (1796-1921)</p> <ul style="list-style-type: none"> - Expansionism/Imperialism - Spanish-American War - Neutrality to War - World War I
Unit 4	<p>Roaring 20s & Great Depression (1914-1944)</p> <ul style="list-style-type: none"> - Postwar Tensions - Popular Culture of the 1920s - Impact of the Great Depression - FDR’s New Deal Legacy
Unit 5	<p>World War II (1939-1955)</p> <ul style="list-style-type: none"> - Impact on Americans - Fighting the War - Aftermath of WWII
Unit 6	<p>Early Cold War & The Affluent Society of the 1940s & 50s America (1945-1965)</p> <ul style="list-style-type: none"> - Early Cold War: Foreign & Domestic - American Life in the Baby Boom Era - The “Other America” - JFK’s Dreams to LBJ’s Great Society
Unit 7	<p>War Abroad & At Home: Vietnam Era (1961-1975)</p> <ul style="list-style-type: none"> - Vietnam War & Legacy - Counterculture Movement - Civil Rights Movement
Unit 8	<p>The Lean Years (1969-1980)</p> <ul style="list-style-type: none"> - Nixon, Ford, Carter - Watergate - Diminished Economic Expectations
Unit 9	<p>Post Cold War Era (1981-2000)</p> <ul style="list-style-type: none"> - Reagan, Bush Sr., Clinton - Conservative Movement - Changing Foreign Domestic Policy
Unit 10	<p>Modern United States in a Global Society (2000-Present)</p> <ul style="list-style-type: none"> - Bush Jr., Obama - 9/11 & the War on Terror - Iraq Invasion & Occupation - Globalization & Geopolitics

Grading Policy Description:

Students will earn their grade based on points accumulated from a variety of assignments, quizzes, tests, homework, and projects throughout the school year. There are four main categories from which students may earn points towards their grade:

Category	Weight of Overall Grade
POWER	5%
Coursework	30%
Classwork	15%
Quizzes	10%
Mastery	40%

- **POWER** relates to classroom expectations every day to support daily academic habits.
- **Coursework** refers to any and all lessons – guided notes, must-do and should-do assignments or tasks.
- **Classwork** refers to in-class activities (group or individual) designed to practice achieving mastery content.
- **Quizzes** are short assessments of learned content from lessons. These can only be **completed in-person during class**.
- **Mastery** is displayed in assessments such as tests, projects, etc. and are of the greatest significance. Anything completed or discussed in class, along with **Coursework** and **Classwork**, is fair game for **Mastery** assessments.

Letter Grade Description & Percentage Breakdown:

Grade %	Letter Grade	Description
100-90%	A	The student fully understands the content and the course objectives have been mastered.
89-80%	B	The student understands the content and course objectives at an above average level.
79-70%	C	The student understands the course content and course objectives at an average level.
69-60%	D	The student does not understand the course content and a minimum of course objectives are met.
59-0%	F	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit.

Late Work Policy:

Assignments have a due date and time (standard is by 11:59pm of the day due, unless otherwise informed – start of period or end of period). **Assignments are due when they are due**, not 5 minutes late, or later that day, or the next morning, etc., and must be turned in on time to receive full credit. **Assignment due dates will be displayed on Schoology, in the Week Ahead document, and the classroom whiteboard (for the week assigned)**. It is recommended that due dates are recorded in your planner, but Schoology assignments will also be listed in your upcoming tasks (right hand side) as deadlines approach. However, on your main screen our work may be buried by other classes, so be sure to go to our course page to see the latest upcoming assignments for our course individually.

Work turned in after the due date/time, **except for excused absences** or other emergencies (see me), is late and will be **marked down 1 letter grade (10%)**, below what the assignment would have earned if turned in on time. For example: an assignment that would have received 92% → 82% or 81% → 71% respectively. Late assignments may be turned in up to **one week after the end of a unit**; after that, they expire or lock on Schoology and may not be turned in for credit.

After an absence, **students are responsible** for seeking what was missed, handouts, or assignments. Login to **Schoology** and refer to the **Week Ahead** document to see what was on the schedule for the day you were absent. Then, access the **course materials** page to find the materials covered and handed out during the absence; these materials will be **labeled with dates they were covered/assigned/handed out**.

Test-Retake Policy:

Any student that scores 69% and below on a unit exam qualifies to re-take an alternate version of the test. To retake an exam (Mastery), the student must complete the Test Retake Request Form (on Schoology) and all Homework assignments from the specified unit; late credit applies for late assignments (see above), but you will improve your chances of demonstrating Mastery on your retake. The maximum score possible for an exam retake will be capped at 75% (C). This is intended to encourage students prepare for the exam, the first go around.

Academic Honesty:

Students are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of someone else's previously written, published, or copyrighted material as one's own. Copying work from someone else may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Penalties for cheating and/or plagiarism may include but not limited to the following: failing the assignment, failing the project or course, and/or subject to further disciplinary action.

Class Expectations:

- **Prepared & Punctual** → come to class on time, with required materials, ready to learn
- **Organized** → maintain a binder and planner, with all materials from course
- **Writers** → write daily (notes, short writes, assignments, etc.)
- **Engaged** → listen and follow directions, and actively participate
- **Respectful** → respect peers, as well as the space and property they occupy

Time Management: Productive use of time will be essential to success in class; chronic tardiness indicates a lack of respect for other students, the teacher, and yourself. This is a path to failure at work, hinders your ability to learn, and therefore unacceptable.

End of the Period: No matter what activity we've been engaged in during the period, we will reassemble as a class, in your assigned seats, during the last few minutes for a final wrap-up, announcement, etc. Please remained at your assigned seats until the bell rings. Do **NOT HERD** at the door like cattle.

Learning Environment: Desktops need to be kept clear for notetaking, completing assignments, etc.; all purses, bags, backpacks, suitcases, etc. are to be kept somewhere other than the desktop.

Food & Drink: I strive to keep my room clean and clear of clutter and pests. To better provide a safe and healthy learning environment I ask that you do not bring any food or drink (other than water) into the classroom. If they must accompany you, then please leave them at the desk in the rear of the room next to the door until the end of the period; otherwise, finish them before entering the classroom.

Hall Passes: You are expected to be in class during class time. RHS administration requires that students have their planners signed when released from class; these releases include water, bathroom, locker, the nurse, or the library. Yes, you need a pass to go to the water fountain and the bathroom, and yes, I know they are right outside the room, but to be fair everyone must have his/her planner signed, even for nearby destinations.

Electronic Devices Policy:

When you enter the classroom, your phone will need to remain in your backpack/bag. Your phone does not need to be out during class time: instruction, discussion, activities, etc. Do **NOT** have your phone out on your desk or in your pocket. Put it in your backpack/bag so that it's not a distraction.

Students are expected to only use personal technology devices (smart phones, music devices, tablets, laptops) in a responsible and appropriate manner. The teacher has the right to confiscate any electronic device if it is determined to be interfering with the educational process (teacher's discretion). If a personal technology device is confiscated and not returned because of repeated offenses, it will be turned over to the student management team (SMT) in accordance with school policies. Students will follow school policies and procedures to recover the device in accordance with the student rights and responsibilities.

Content Advisory:

When we discuss current or historical issues in class, I hope you will feel comfortable in expressing yourself and your views; everyone's opinion is valuable to our discussions. I encourage you to express your views, but in a way that is respectful of, and protects the dignity of, your peers; therefore, putdowns and insults, including those based on characteristics such as race, gender, ethnicity, prejudices, religion, appearance, sexual orientation, gender identity, etc. will not be tolerated.

Mature adults understand that studying U.S. history necessarily involves facing content that is potentially controversial and/or upsetting, and it would be foolish for me to suggest that I can give a "heads up" every time that potentially upsetting content will arise. We will examine aspects of our history that our society generally sees as glorious, along with what are regarded today as much darker aspects. The latter will sometimes involve language, images, and ideas that are offensive to most people in present day.

The easier path for me, as well as some of you, would likely be to avoid such content altogether; however, I would be failing you as your instructor if I did not ask you to grapple with the darker parts of our past in order to gain a fuller understanding of where we've been, develop insights into where we are today, and formulate ideas of how we can be a better society going forward.

So, I will not infantilize you by seeing you as so fragile, so at risk of being harmed or damaged, as to need "protection", from words books, ideas, imagery, and speakers; you are resilient enough to engage with any of the course's materials.

However, please feel free to reach out to me if you have any questions, concerns, etc., about any of this.

Cut Here

***Cut and return this portion of the syllabus to Mr. Brown and keep the rest of the syllabus in your binder to reference during the school year.**

By signing this form both signees (parent/guardian and student) acknowledge that both have read, understand, and agree upon the requirements and responsibilities outlined for Mr. Brown's Modern World History course. Failure to sign this agreement will result in consequences to the student's overall grade.

Print Student Name _____

Student Signature _____ Date _____

Print Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____