



Reynolds High School

United States History

Instructor Name Mr. Patrick McJunkin (he/him) **Phone** (503) 667-3186 ext. 1381

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Required Textbooks/Materials:

-a laptop/Chromebook is mandatory for this class **every day**

-paper for notetaking, and something to write with

Course Description – In order to understand the world as it is, we have to know something about how and why things came to be the way they are. Knowing our country's history will help you become stronger, better-informed citizens and participants in our democratic society. We will examine US history with both its dirt and its glory, see how events are interpreted by different groups (including historically marginalized populations) and learn that those interpretations often change over time. This course will give you basic "coat hangers" on which you can hang new knowledge throughout your adult lives.

A consistent theme will be how various groups and individuals worked to bring about positive change in the face of economic inequality, lack of democratic participation rights, and various forms of oppression.

Course Requirements – We will have quizzes throughout each unit, with a major test or project at each unit's end; in addition, projects, essays and other writing assignments such as short writes will occur throughout the year.

Grading Policy

-students will be provided time in class once every two weeks to check grades and inquire about missing assignments

-students and parents may access grades through StudentVue and ParentVue

Letter Grade Description & Percentage Breakdown

| Grade Percentage | 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 understands the course content at a below average level 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. |

Category weights

-Mastery: assignments such as tests, quizzes, essays, and projects

-Homework and Classwork: frequent assignments that provide direct practice in demonstrating and achieving mastery

-POWER: weighted at 5% as reinforcement and support for daily academic habits; these assignments must be completed on time, and late work in this category will not be accepted.

| Category | Recommended Weight |
|-----------|--------------------|
| POWER | 5% |
| Classwork | 25% |
| Homework | 25% |
| Mastery | 45% |

*not all **Classwork** and **Homework** assignments will be graded, but completion of all assignments will be critical for students to demonstrate proficiency and to score well on assessments.

Late Work/Retake Policy

Assignments will be given with a due date and time (start of the period, end of the period, and so forth). ***You need to understand that assignments are due when they are due***, not 5 minutes later, or at the end of the period, or later that day, or the next morning, etc., and ***must be turned in on time to receive full credit***.

Work turned in after the due date/time, except for excused absences or other emergencies, is late and ***will be scored 2 letter grades below what the grade would otherwise be***.

As each 9 weeks grading period comes to a close, there will be a deadline for turning in late work; after that, assignments from that 9 weeks may not be turned in for credit.

An agenda PowerPoint will be in Schoology for each day of class. If you are absent, just check the agenda PowerPoint for that day to see what assignment(s), if any, need to be made up (either online or paper).

Online assignments will be found in the Schoology folders for this class, arranged by week and day; green is for the current week, yellow for the prior week, and red for the weeks before that. Extra copies of paper classroom assignments will be placed in the classroom bin marked "Make up work" on the back table.

You only need to see me for missed quizzes and tests. ***It is *your responsibility* to ensure that eligible absences are excused through the attendance office and entered as excused in Synergy; to make up missed quizzes and tests, Synergy needs to display any absence code other than "UA", which means Unexcused Absence; speak to me privately if issues arise.***

Test retakes

To redo a (below-proficiency) Mastery assignment, you will need to complete a Retake Request Form and complete all formative assignments completed since the last quiz or test; you will get late credit for late assignments (see above), but you will improve your chances of demonstrating **Mastery** on your retake (max. score = 70%).

Course Schedule/Outline of Units

One of the great, and also difficult, things about teaching US History is that events happen all the time that directly relate to our curriculum. This outline is aspirational, and subject to minor changes depending on the extent to which ongoing events need to be incorporated.

| Dates | Topics |
|------------------------------|---|
| September and October | review of earlier events, Western Expansion and Conflict, Reconstruction, Industrialization, Labor Movement, Immigration, Jim Crow and Segregation, Global Expansionism/Imperialism, The Progressive Movement |
| November | WW1, The Jazz Age and Mass Culture, New Roles for Women, Harlem Renaissance |
| December | Crash of '29, The Great Depression, FDR's New Deal and its Legacy |
| January | WW2, The Cold War and Korea, McCarthyism, Early Civil Rights Movement |
| February | Postwar Boom, Consumerism and Popular Culture, Civil Rights Movement, Reforms in the '60s |
| March | Cold War, Vietnam War, Counterculture, Movements for Equality, Space Program |
| April | Presidential Successes and Failures: Nixon, Ford, and Carter, The Conservative Movement and Reagan's Revolution, End of the Cold War |
| May | America in a Global Society: Clinton's Presidency, Globalization, Election of 2000 and the GWB Presidency, 9/11 and the War on Terror, Iraq: Invasion and Occupation |
| June | Housing Bubble and the Great Recession, Election of 2008 and the Obama Presidency |

Class Expectations (i.e. POWER): these procedures are to further your learning and to help things run smoothly for everyone.

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, is a path to failure at work, and hinders your ability to learn.

Students must be seated in their assigned seats WHEN THE BELL RINGS to be counted as on time.

Turning in assignments: The primary method for turning in assignments will be via Schoology. Paper assignments will go into the inbox by my classroom desk.

Learning environment: Desktops need to be kept clear for note-taking, completing, etc.; all purses, book bags, backpacks, duffel bags, suitcases, etc. are to be kept *somewhere other than the desktop*.

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 could include water, bathroom, the nurse, or the library.

Yes, you need to get your planner signed to go the water fountain and the ladies' bathroom, **and yes, I KNOW they're right outside the room**, but to be fair EVERYONE MUST HAVE HIS/HER PLANNER SIGNED, even for nearby destinations.

Phones: Per RHS policy, personal electronics (including cell phones) must be **OFF and AWAY** during class time. Using the red card/green card system, phone use may be allowed during time for classwork. Confiscated electronic items will be turned over to the main office for storage.

Food and drink: My starting position is to allow both, but it is up to you; if students refuse to clean up their trash, we will no longer be able to eat and drink in class - it has happened before.

Respect: Students deserve an environment that allows for physical and emotional safety; as such, this class will maintain a climate that allows all students the opportunity to feel they are being supported academically as well intellectually, and treated equitably. In class discussions, I encourage you to freely express your views, but in a way that is respectful of, and protects the dignity of, your peers; therefore, *putdowns and insults, including but not limited to those based characteristics such as race, gender, ethnicity, religion, appearance, sexual orientation, and gender identity are unacceptable.*

Content advisory

You may be aware that on college campuses, some professors began noticing around 2013-2014 that students were asking for protections from certain words, books, ideas, images and speakers, indicating that they would somehow suffer medicalized harm or damage if they were not given "trigger warnings" and "safe spaces" from material they might disagree with or find upsetting.

Mature adults understand that studying US 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 of us in the present.* We will all likely see and hear things we are disposed to disagree with and/or find offensive in the service of, to the maximum extent possible, getting to objective truth about our past.

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 a US history 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, to develop insights into where we are today, and to formulate ideas on 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 all **resilient** enough to engage with any of the course's materials.

Please feel free to speak with me if you have any questions.

Return **this page only** to Mr. McJunkin and keep the rest of the syllabus in your binder.

I have read the syllabus and understand that I will be held accountable for meeting its requirements.

Student portion

Student name (printed) _____ Date _____

Student signature _____

Parent/guardian portion

I have read the syllabus with my student, discussed course requirements, and understand the student will be held accountable for meeting all requirements.

Parent/guardian name (printed) _____ Date _____

Parent/guardian signature _____

Best parent/guardian contact phone #: _____

Best parent/guardian contact email: _____