

US History - Ms. R. Thompson

Jefferson H.S. 2018-2019

www.msthompson.info, 503-916-5180 x71339, Email: rthomps1@pps.net

Course Description:

This course is designed to give the student a better understanding of American History. Through the course you will gain a deeper understanding of the people and cultures that have made America the country that it is. We will also spend time discussing current events.

Goals of the Course:

1. Students will acquire knowledge of American History including specific names, terms, and concepts.
2. Students will weave together the skills and content of civics, history, and geography and learn how they affect each other.
3. Students will consider multiple perspectives, weigh evidence, and make sound judgments about the contemporary world.
4. Learners will leave prepared for advanced level courses in the social sciences and some of the analytical tasks common to the 21st century work world.

Content Covered includes (but is not limited to):

First Semester -

Intro: Structure of Government

Unit 1: Reconstruction

Unit 2: The Gilded Age

Unit 3: Progressives & Imperialism

Unit 4: World War 1

Unit 5: The Roaring 20's

Unit 6: The Great Depression

Second Semester -

Unit 7: World War 2

Unit 8: The Cold War

Unit 9: The Civil Rights Movement

Unit 10: Modern America

Texts and Resources:

We will use a variety of resources for class. All available will be posted to the class website as the year progresses.

2 digital textbooks for this course are:

American History – Available: <http://www.ushistory.org/us/index.asp>

The American Yawp – Available: <http://www.americanyawp.com/>

Grading Policy:

I grade using a variety of assessment types and class participation to evaluate the understanding of material and your level of engagement. My categories of assessment include midterms and finals, quizzes (at the end of each unit), personal evaluations (self-management check-ins), and projects, as well as building a website portfolio of your work.

The breakdown for the grade is:

- Midterm/Final: 20%
- Unit Quizzes: 40%
- Projects/Website: 30%
- Self Management/Reflection: 10%

The grading of all assessments is as follows:

- 4=exceptional/exceeds
- 3=meets standard/proficient
- 2=not yet at standard/developing
- 1=no evidence of understanding/does not meet

Your scores will be averaged to determine an overall class grade.

3.5 - 4.0 = A

3.0 - 3.4 = B

2.5 - 2.9 = C

Grades will be available online through Synergy.

Please see the counseling office if you need your password or other instructions to access this information.

Proficiency Grading:

Exams will be given at the end of each unit of study to assess the proficiency of the content covered. Students are expected to be prepared for these exams through participation in class discussion, activities, and completing all assignments.

4 - Highly Proficient: The student demonstrates an in-depth understanding of the material and can apply this knowledge in new and novel ways offering insightful interpretations.

3 - Proficient: The student demonstrates an understanding of major concepts, although less important ideas or ideas may be overlooked or misunderstood or not fully applied.

2 - Close to Proficient: The student demonstrates an understanding of many major concepts, but shows key misunderstandings of some major concepts or may not be able to apply the knowledge.

1 - Developing Proficiency: The student has not been able to demonstrate an understanding of key concepts.

Skills Assessment:

- History work will be kept in a 3 ring binder and reviewed by the teacher when appropriate.
- No late work accepted after the unit is complete. Absolute deadlines will be announced at least 1 week ahead of time.

Differentiation/accessibility strategies and support:

- Teacher one-on-ones, small group work, partner practice.
- All quizzes can be retaken **once**, but you must present completed relevant notes and classwork in order to do so.
- Multiple options on written assignments/ways to show mastery of learning targets.
- Teacher support is available after school on most days and by appointment, and general support available in tutoring (details to come).

Behavioral Expectations:

- Come to class **prepared to learn**; on time, with materials and completed homework.
- Maintain an **academic environment** during class time; participating positively with voices at a reasonable volume.
- **Respect and support** everyone in the class.
- Academic honesty is to be upheld at all times. Any type of cheating whatsoever will not be tolerated.
- Follow all school and district rules.

Electronic Devices:

One of the standards I like to reinforce for my students is "Self Management," I will not ban cell phones, but if they become a distraction to the learning, you will be asked to put it away. I may ask you to use your phone for certain activities (like looking at your grade, my webpage, or doing a quizlet game), but if you are using it when you have work to do, you will lose Self Management points. Repeated violations will result in more serious consequences (possibly a cell phone contract with administrators). Headphones should **never** be at a volume that allows others to hear your music. Please be kind to your ears; I don't want you to lose your hearing at an early age. If asked to take them out during a video or while you should be listening to me or your peers, please do so... we can't tell if there is no volume, but it appears disrespectful to those engaged. Thank you.

Consequences for tardies, inappropriate technology use and disruptive behavior:

1st = Reminder of the class expectations

2nd = Restorative conversation with teacher, seat change or external time out

3rd = Call home

4th = Parent/Student/Teacher/Administrator meeting

Hall Pass and Bathroom trips:

- If you must use the hall pass, make sure it is an appropriate time, not while someone is speaking to the whole class.
- School Policy = no hall passes during the first and last 10 minutes of class; only one student out with a pass at a time.
- Keep your bathroom/other business down to around 3-5 minutes. **Abuse will result in loss of privilege.** Remember, someone else may need to use the facilities, and next time, it might be you.
- Please make sure to keep hall passes down to a minimum. Get your business done during lunch and passing times. When you're not here, class keeps going and **you will still be responsible for information missed.**

Career-related learning experiences (CRLEs):

- Project Based Learning

Progress Reports and Report Cards:

1st Semester

September 30th, 2019

November 4th, 2019

December 9th, 2019

January 27th, 2020

2nd Semester

March 2nd, 2020

April 6th, 2020

May 11th, 2020

June 8th, 2020

To the parent/guardian:

Every year the school somehow manages to run out of kleenex (facial tissue). If you have it within your means, it would be greatly appreciated if you could send your student to school with a box for the class. I will store them safely, and when needed, no one will have to suffer their runny nose due to cold or allergies without a tissue.

Additional supplies your student will need for History class: at minimum, a section in a 3 ring binder reserved for this class, and PENCILS (they seem to be ever elusive for most students). Pens are fine, but dark ink please, pastels are VERY hard to read.

Please note, ALL information your student needs to be successful in this class will be located on the class webpage at www.msthompson.info. Information from lessons, copies of handouts, calendar of events, and even digital flashcards. Encourage your student to visit the site often and have a look yourself to see what they are up to in History. As well as regular email, I also keep in touch with students and parents through the Remind app. I encourage all interested parties to sign up (it's free).

US History Syllabus:

Student Signature & Information Sheet

I have read and understand the expectations and procedures described above for US History. *Throughout the year I agree to follow and support them, and when I find that I cannot follow and support them, I agree to discuss my concerns with Ms. Thompson.*

Name (printed): _____

Signature: _____ Date: _____

Student's email address (that you agree to check): _____

Please respond to the following questions.

Do you have convenient access to a computer and reliable internet access? Is your access at home or someplace else? Is your access to the computer limited, for example do you share this computer with anyone else?

What (3) words would you give to describe yourself?

Is there anything else you think Ms. Thompson should know about you as a student in this course?

US History Syllabus:

Parent/Guardian Signature & Information Sheet

I have read the expectations and classroom procedures described above and will support them. *Throughout the year I agree to support them, and when I find that I cannot follow and support them, I agree to discuss my concerns with Ms. Thompson*

Name (printed): _____

Relationship to student: _____

Signature: _____ Date: _____

Please provide the following information.

Parent/guardian's email address: _____

Phone number (home): _____ (cell): _____

Phone number (work): _____

Hours when it is best to reach out to you, and method: _____

Please respond to the following questions.

What are THREE (3) words/phrases that best describe your son/daughter's personality?

What are TWO (2) words/phrases that best describe your son/daughter academically?

Is there any additional information that you feel Ms. Thompson should know about your student in this course?