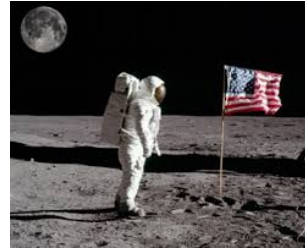


# Recent US History

## 2023 - 2024 Course Syllabus



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### Course Description

Students will investigate, review and analyze events in United States history from the conclusion of Reconstruction to the present. They will develop an understanding of the social, economic, political, and human factors that are interwoven through the history of the period. They will develop an understanding of the relationship between historical events and events occurring in the current time period, and understand how the past has shaped and influenced the United States today.

### Textbook:

*American History*. Houghton Mifflin Harcourt Publishing Company, 2018.



### Basic Classroom Materials:

- CHS Google Chromebook
- Earbuds (when directed by instructor)
- Folder
- Notebook or Binder with Lined Paper
- Colored Pencils (when directed by instructor) - Probably not needed this year.
- Pen or Pencil (No red unless directed by instructor)
- **A DESIRE TO LEARN**

### Standards Based Learning:

This course will utilize Standards Based Learning. To ensure accurate grade representation, a student's grades will be recorded on the Google Spreadsheet in conjunction with PowerSchool. Students will be assessed on relevant Chilton Six Standards and the Wisconsin Social Studies Standards.

#### Chilton Standards

1. Demonstrate independence through questioning and perseverance
2. Construct viable arguments through evidence
3. Analyze and interpret abstract and quantitative data
4. Develop and use appropriate models (not formally assessed during this course)
5. Obtain, evaluate, and communicate information
6. Understand and respond to varying audiences, cultures, perspectives and purposes

**US History Standards:** At CHS we use the Wisconsin Standards for History (4), Geography (1), and Inquiry (4).



1. Demonstrate independence through questioning and perseverance
  - a. Students will construct meaningful questions that initiate an inquiry. **(I1)**
  - b. Students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. **(H2)**



2. Construct viable arguments through evidence
  - a. Students will develop claims using evidence to support reasoning. **(I3)**
  - b. Students will use historical content for determining cause and effect. **(H1)**



3. Analyze and interpret abstract and quantitative data
  - a. Students will gather and evaluate sources. **(I2)**



4. Develop and use appropriate models
  - a. Students will use geographic tools and ways of thinking to analyze the world. **(G1)**



5. Obtain, evaluate, and communicate information
  - a. Students will communicate and critique conclusions. **(I4)**
  - b. Students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. **(H3)**



6. Understand and respond to varying audiences, cultures, perspectives and purposes
  - a. Students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). **(H4)**

## Scoring/Semester Course/Year-Long Course

If you are in a semester course you will receive two grades; one grade for each term. If you are in a year-long course you will receive two grades; one grade for each semester. This allows you to get ½ a credit at the end of a single term/semester.

Scores will be represented in the scale below:

<b>3</b>	<i>Meeting</i>	Student consistently demonstrates adequate mastery of course standards in familiar context.
<b>2</b>	<i>Approaching</i>	Student demonstrates beginning work toward standards and produces work that shows progress.
<b>1</b>	<i>Attempting</i>	Student demonstrates unclear or minimal understanding of the standard
<b>INC</b>	<i>Incomplete</i>	Student has yet to attempt to demonstrate course standard.

## Passing

In order to obtain credit in Recent US History, students need to have an overall score of 2.1 or greater and with no learning standard less than a 2. Students in a semester course will receive grades/credit at the end of the quarters and students in a year-long course will receive grades/credit at the end of the semesters. Students will earn a ½ credit for their passing scores at the end of quarters/semesters.

## Employability Skills

In addition to the standards outlined above, students will receive scores for Employability Skills (Respect and Responsibility). These scores will be assessed within the daily procedures of the course, and the multi-student work time, and projects. The scores will not be calculated into the final score for the class.



### Employability Skills

7.1 Respect: Students will demonstrate respect for self, others, and school.

- Demonstrates a positive attitude
- Follows classroom expectations
- Collaborates and works productively with group members in a polite manner

7.2 Responsibility: Students take responsibility for themselves and their actions.

- Listens to and follow directions
- Comes to class prepared and on time
- Meets deadlines
- Actively participates in classroom activities
- Uses device productively as instructed
- Uses work time effectively as instructed
- Academically honest

**Assignments:** Your assignments will be varied and will consist of mostly in-class work. The purpose of your assignments is to learn. Think of your various assignments as different tools for learning. If you use the assignments carefully, they will assist you in your learning. I will not collect your assignments; they are your study tools to help you in your graded tasks. We will review and reflect on your assignments together in class.

1. *Daily work:* This must be completed on time. We will review and improve all the assignments in class. Students will need to have their daily work completed to take the assessments.

2. *Preparing for assessments:* Since the majority of assignments students should complete during the school day, it is the responsibility of the student to study their materials. Success on written unit assessments relates to the students continual interaction with the course material because so many of the events, people, and concepts are unfamiliar to the student.

**Assessments:** How will you earn your grade? Final grades will be calculated by averaging all of the assessment scores during the term (semester). Project assessments **MUST** be completely done to be assessed.

1. *Written Unit Assessments*
2. *Map Assessments*
3. *Unit Reading Projects: students get to select assignments to prove content mastery.*
4. *Web-Based Research/Projects (potential for Student Growth/ Distinguishing Opportunities)*

### **Reassessment Policy**

Students are able to complete reassessments on any assessment (tests, projects, & graded assignments). Student reassessment will be on the deficient standard(s). Students will have five (5) school days to complete the reassessment policy to include the following requirements:

- A Reassessment Form must be completed by a student to retake a test.
- All outstanding work/incompletes must be completed to do a retake.
- Most Reassessments will be completed after school during the 3:15 - 3:40 or during the release time on Wednesdays.
- Students will have five days from the original assigned date to hand in graded projects and assignments. After five days, the student will receive their original score or an INC. AN INC IS NOT PASSING.
- Students must complete all reassessments prior to the last 5 days of a grading period. No reassessments are allowed in the last 5 days of a grading period.
- Teacher assigned reviews will be determined based on the student's performance on the assessment/assignment:
  - Possible review activities: corrections on assessments, meeting with the teacher, review assignment, review videos, etc.

### **Mr. Molitor's Tiger Values (Classroom Rules):**

#### **The 3 R's**

- Respectful
- Responsible
- Ready to Learn

Any disrespect of the instructor(s) or fellow students will not be tolerated. If the learning environment is affected negatively by your disrespect, you will be asked to leave. Disrespect will result in removal from the classroom and conference with me and others around the building.

**Absent/Makeup:** If you miss a class, **it is your responsibility** to check Schoology, the unit outline, or email me to find out what the assignment and topic was for that day. Then, if you are confused about the assignment or in need of materials, please conference with me at an appropriate time (i.e. not in the middle of whole-group discussion). The scheduling of any missed assessments with Mr. Molitor is part of the student's responsibility when missing a class.

**Extra Help:**

If you find yourself falling behind or are having difficulty with a concept or unit, do not be afraid to ask for help. I will find time to give you additional help before/after school or during Homeroom. I will monitor each student's work and will inform students and parents when the grade stays consistently low.

**Tardies:** Students are expected to be to class on time. This means students will be in their seats when the bell rings and ready to learn. All unexcused tardies will be turned over to the office in accordance with the CHS attendance procedures. Students presenting a pass from another teacher will be marked as excused.

**Electronic Devices:** All devices (except instructor-approved computers) should be **POWERED OFF** at the beginning of class and stored in the cabinet. Activities that need the aid of electronics will be conducted in computer labs or with their school-issued device when directed by the instructor. Proper use of the computers is expected, students should not be listening to music, playing games, watching videos, or otherwise distracting themselves and others. All violations will be dealt with in accordance with the CHS Smart Devices Policy.



## **Core Units of Study:**

Module 4: Immigration & Urbanization, 1876-1917

Module 5: Progressivism, 1888-1921

Module 6 & 7: U.S. Imperialism & WW I, 1892-1920

Module 8: The 1920s

Module 9 & 10: The Great Depression & New Deal, 1929-1941

Module 11: World War II, 1930-1946

Module 12: The Cold War, 1944-1992

Module 13 & 14: Baby Boom & Social Change, 1946-1980

Module 15: Civil Rights, 1953-2010

Module 16: Vietnam War, 1954-1976

Module 17: Transition to Conservatism, 1967-1992

Module 18: The New Millennium, 1991-2015

## **CHS Smart Devices Policy**

### **When are smart devices allowed?**

Cell phones are allowed to be used by students during:

- Lunch
- Nutrition Break
- Passing
- In Class when Specified by Staff
- Academic Resource

\*Students are requested to silence and then must place their smart-devices (Cell-phones, iPods, and Tablets) in a designated area when entering the classroom. If a student's smart-device is seen or heard outside of the designated area, the teacher shall then enforce the consequences outlined below. If a staff member observes a student in the hallway on their smart-device during class time, it is their responsibility to enforce the consequences outlined below.

\*\*Smart watches are allowed in the classroom unless the student is seen using them and must be removed during assessments.

\*\*\*Smart-cell phone type-devices are not allowed in Homeroom and policy specified above must be followed.

\*\*\*\*Devices should stay in the designated area UNTIL THE BELL RINGS.

\*\*\*\*\*This policy also applies during school assemblies

### **Consequences**

If students are seen to be using or distracting others with their cell phones outside of the times listed above, the following consequences shall take effect:

- **Step #1 (First offense):** Device will be confiscated. Regardless of the time of day, the device stays with the teacher until the end of that day and it must be turned in to the teacher the following day by 8:00am and to be picked up by the student at 3:10pm. If the device is not turned in according to the statement above, the consequence moves to step #2.
- **Step #2 (Second offense):** Device will be confiscated. Step #1 is repeated for a total of 5 **consecutive** school days. (Excused absences are exempted. Unexcused absences add an additional day.)
- **Step #3 (Third offense):** Device is confiscated. The consequences of step #2 are repeated along with the serving of a office-assigned detention and a letter being sent home to parents/guardians. If the detention is not served within a week of the offense then consequences move to step #4.
- **Step #4 (Fourth offense):** Parent meeting with an administrator to discuss and enact additional consequences.

\*Consequences reset on a term/quarter basis (Staff must document any offences in PowerSchool with the term in which it occurred.)

\*Consequences are not counted per class, but rather as a whole per student.

\*If a teacher is absent and/or has a sub, the device should be turned into the office.

\* If the protocol is not followed, the student shall be referred to the office for additional consequences.

### **Electronic and Other Audio Devices**

Electronic and other audio may be disruptive to the learning environment. Therefore, to protect the integrity of the learning environment at Chilton High School while being sensitive to student and family needs, the following expectations are to be followed by Chilton High School students at all times with respect to the use of these Devices:

1. Possession or use of cellular telephones, text messaging devices, iPods, MP3 players, photographic/video devices, and/or other electronic communication devices may not, in any way:

- a. Disrupt the educational process in the school or school district
- b. Endanger the health or safety of the student or anyone else
- c. Invade the rights of others at school
- d. Involve illegal or prohibited conduct of any kind

2. Use of audio devices is to be done so via a headset and at a volume that is unable to be heard by others; is to be limited to use during personal study time while in school (e.g., off-block, lunch period study time, etc.), and is not to occur while in a class unless permission has been given by the teacher of that class.

Note: Students who do not adhere to these expectations will be subjected to the following:

- Confiscation of the electronic or other audio device(s)
- Appropriate disciplinary measures including, but not limited to, suspension and/or expulsion from school and/or referral to legal authorities.

# Academic Dishonesty

## Chilton High School Academic Dishonesty Policy

The Chilton High School faculty demand the highest integrity of its student population in academics. The faculty has the responsibility to establish and communicate expectations of / for all assessments. Chilton High School students must adhere to those expectations or they will be held responsible to the Academic Dishonesty Policy. The contents of this policy are cumulative for the duration of a student's high school career.

Step (# of Infractions)	Actions	Academic Consequences	Co-Curricular Consequence
1	Log entry & Parent Contact	alternative assessment at the teacher's convenience & no reassessment	Complete self-reflection survey
2	Log entry, Parent Contact & Office Referral	alternative assessment at the teacher's convenience & no reassessment	10% of Season Events
3	Log entry, Parent Contact & Office Referral for Parent Meeting with Administration	alternative assessment at the teacher's convenience & no reassessment	50% of Season Events & No Academic Honors for 1 year
4	Log entry, Parent Contact & Office Referral for additional Disciplinary Action	alternative assessment at the teacher's convenience & no reassessment	Loss of entire Season & No Academic Honors for duration of HS career

Minor – A minor infraction is defined as an assessment that does not significantly impact the student's overall grade as assigned by the teacher. A minor infraction begins at Step 1

Major –A major infraction is defined as an assessment that significantly impacts the student's overall grade as assigned by the teacher. A major infraction begins at Step 2.

Co-Curricular Consequences are to be served at the next scheduled event. No Exceptions.