

Kearsarge Regional High School: 2020 - 2021
Centuries of Societal Change Course Syllabus (SS124)

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Brief Course Description: *Centuries of Societal Change*

First Semester Focus: America Changes with the Turn of the Century

This semester of the course explores life in the United States between 1877 and 1920. Students will follow the building of an industrial base, the rise in immigration, and the building of modern cities. Students will investigate our foreign relations and the growth of imperialism. They will learn the importance of the melting pot as well as westward expansion in defining our national character. Students will also explore the progressive movement from problems in the cities, the division that occurs between rural and urban America, the fight for women's suffrage, and prohibition. The study of New Hampshire history is embedded within this course by investigating the social and economic changes experienced in New Hampshire at the turn of the Century.

Essential Questions:

How did migration and invention change American life?

What are the effects of growth in the period 1877-1920?

First Semester Units of Study:

Unit One: Post-Civil War

Unit Two: Native Americans & Westward Movement

Unit Three: Industrialization & Labor Movements

Unit Four: Immigration, Urbanization and Entertainment

Unit Five: Progressive Era

Unit Six: Imperialism & WWI

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Second Semester Focus: 20th Century American Life

This semester of the course explores daily life and changes for Americans from different walks of life. This will include social history from women in the workplace to the Civil Rights movement to the age of the Internet. Students will examine how our nation grows in diversity through the Great Migration, changes in immigration and naturalization law, family structure, and the development of the LGBTQ community. This course also focuses on the role of sports and entertainment in transforming American society. Other topics may include: The Cold War, environmental movement and changes in labor. The study of New Hampshire history is embedded within this course by investigating the unique social development of the Granite State.

Second Semester Units of Study:

Unit One: 1930s & 1940s

Unit Two: 1950s

Unit Three: 1960s

Unit Four: 1970s

Unit Five: 1980s & 1990s

Unit Six: 21st Century

Essential Questions:

How does the American Dream evolve during the 20th century?

What role do individualism and globalism play in American society?

21st Century Learning Expectations

1. Initiative and Productivity: This category represents students' skills in time management, independence, production of high quality work, positive attitude, engagement, rigorous goal setting, and perseverance in learning.
2. Responsibility and Accountability: This category represents students' skills in promoting and exhibiting appropriate conduct as outlined in the student handbook and classroom policies, and demonstrating respect and involvement for school, local, national, and global community issues.
3. Collaboration: This category represents students' skills in consistently and actively working towards group goals by contributing knowledge, opinions, skills, and advocacy for self and others

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in a positive manner; it also reflects how students value and encourage the opinions and contributions of the other group members.

Grading Scales: Grades will be updated online every two weeks.

Formative - 10 % of the grade
Summative - 90 % of the grade

Proficient with distinction: 90 - 100

Proficient: 75 – 89

Basic Proficiency: 65 – 74

In Progress: 50 – 64

Not Yet Proficient: 0 – 49

Course Competencies:

Analysis & Interpretation of U.S. History - 60 %

Evaluating Sources and Using Evidence - 15 %

Communicating Conclusions - 15 %

Formative Assessments - 10%

Common Summative Assessments: Midterm and Final.

Textbooks: Replacement Costs: \$85.00

Danzer, et al., The Americans, United States: McDougal Littell, 2005.

Lapsansky – Werner, Emma., et. Al., Modern America. Boston, Ma: Prentice Hall, 2010.

Common Resources: The CHOICES Program, Providence, Rhode Island: Brown University.

Suggested Materials:

Three Ring Binder	White lined paper or spiral 5 subject notebook for binder
Post It Notes	Blue or Black ink pens
2 Pocket Folder x2	4 Highlighters of different colors

Classroom Policies:

Student Commitment: Students are to arrive to class on time and prepared (textbook, notebook, writing utensil, and assignments). Students should schedule a meeting with us immediately following an absence of more than one day or if extra help is needed. Do not hesitate to schedule an appointment, we are here to assist! All students should follow school rules and treat others with respect.

Attendance/Tardiness – Please refer to your student handbook!

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Homework Policy – If homework is assessed and students are given feedback on it, it can be part of their formative grade, which will be no more than 10% of their overall average. Homework will be posted each Monday (one week out) and will be updated as necessary.

Late Work / Missing Work - If a formative assignment is late, the student and teacher will need to communicate about why it is late to determine if there is help needed or if it is an issue with work habits and/or study skills. The following practices are based upon this premise:

- When a student is missing a formative assignment, it will show up as a zero, and carry a mathematical weight
- If the student does not complete the formative assignment within three school days, a zero will remain. This policy also applies to Blizzard Bag work.
- Whenever a student is absent excused, he/she has one day per day of excused absence to make up for the missed work. Students will not be academically penalized for late work resulting from an excused absence.
- All missing schoolwork associated with an incomplete grade must be submitted within ten (10) school days of the close of grades during the quarter in which the incomplete status was issued.
- The student has the right to make up any work missed for a grade. The student must have arrangements made with his/her teacher(s) the day he/she returns from his/her absence. This should take place outside of class time.

Reassessment Policy for Summative Assessments – Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to retake summative assignments after one of the following steps takes place:

- The student and teacher develop a plan for reassessment that is mutually agreed upon. This may include additional work sessions, completion of all formative assessments leading to the summative, an alternative version of the assessment, and a determined end date, among other possibilities, as determined by teacher and content area.
 - Students that are unable to show basic proficiency (BP) on their first attempt will be permitted to reassess a summative up to two (2) times.
 - Students that receive a proficient (P) grade on their first attempt may reassess one (1) time
 - Any grade of PD on the first attempt will stand, and no reassessment opportunity will be offered.
- Students wanting to retake only one component of a larger assessment may do so by following the same steps above.
- In any reassessment opportunity, the higher grade will be recorded.
- Teachers may give an alternate version of the assessment should they deem it necessary to assess student learning.
- Final Exams are not open to reassessment.

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- Students will not be allowed to complete reassessments within one week of the end of each grading period. Students still wanting to reassess after this point may do so through time allotted for competency recovery. The grade, again, will be changed to reflect the learning taking place

Extra Help -- Students needing extra help should see the classroom teacher for available times

Food / Drink – Food is prohibited in the classroom. Students may drink water.

Communication – Teachers will respond within 24 hours to parent or student inquiries. Inquiries received during the weekend or over vacation may be responded to within a day of returning to school.

Plagiarism: The Kearsarge Regional School District requires academic integrity of its students. Plagiarism and cheating are serious offenses. Plagiarism is using another's work as your own without giving proper credit. **NOTE:** Any senior who violates the academic honesty procedure will not be exempt from taking final examinations.

1st Offense: The work will receive a zero and not be remediated. There will be a meeting between student, teacher and administration.

2nd Offense: The work will receive a zero and not be remediated. A meeting between parent, teacher and administration and possible loss of leadership position(s). Possible disciplinary consequence as determined at the discretion of administration.

Further Offense(s): Students will lose consideration for school awarded scholarships and scholastic awards. Possible disciplinary consequence as determined at the discretion of administration.

Note: Students will be asked to place their cell phones and/or electronic devices in an assigned location within the classroom before each summative assessment or standardized test/state exams. Students who refuse to place their cell phone and/or electronic device in the identified classroom location will receive a zero on the evaluation and be sent to the main office. Students who are found in possession of, or using cell phones and/or other electronic devices during a summative evaluation will also receive a zero on the assessment. Students who are found in possession of or using a cell phone during a standardized test/state exam will be issued a five-day out-of-school suspension.

Citing Resources: <http://owl.english.purdue.edu/owl/resource/747/01/>

Appropriate Behavior -- Disrespect shown toward staff, students or school property will not be tolerated. Failure to abide by these rules will result in one or more of the following:

- The teacher will move student's seat
- Detention
- Removal from class; sent to administrator
- Teacher and Administrator will call parent/legal guardian

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Mature Content – Teachers are to provide a list of Literary and Multimedia works on their syllabi that are integrated into the curriculum throughout the year that may include profanity, violence, sexual connotations, etc. Literary or Multimedia works may be used as excerpts or in full length and are possible to appear in differing aspects throughout the year as integrated within the curriculum. If the parent or student objects to the mature content shown that is integrated within the curriculum, then the teacher and student will create an equitable alternate assignment. However, throughout the year a teacher may find a Literary or Multimedia work that may include profanity, violence, sexual connotations, etc and will provide written notice to students to bring home to parents.

Listed below are Literary and Multimedia Works that we anticipate using.
Parents will be notified at least one week in advance of upcoming mature content use.
Parents will be notified if any additions are made during the year.

Literature: WWI, WWII, Atomic Bomb Packets; *Dear America, Letters from Vietnam*; *Dulce Et Decorum Est*; *Dear America*; *A Helmet for My Pillow*; *Fallen Angel*; *Unbroken*; selected War & Homefront Short Stories

Films: *America Story of US*, *The American Mob*, *American Winter*, *Assassination of Archduke Franz Ferdinand*, *The Civil War* by Ken Burns, *Dust Bowl*, *Far and Away*, *Selma*, *Forrest Gump*, *It's a Wonderful Life*, *The Making of the American Mob*, *The Men Who Built America*, *Music of the Vietnam Era*, *Pleasantville*, *Prohibition*, *Real Women Have Curves*, *The Right Stuff*, *The '60s*, *Thunderheart*, *True Women*, *The Vietnam War*, *Waging a Living*, *Vietnam in HD*, *We Were Soldiers*, and *The West* by Ken Burns

Please Reference one of the following websites for reviews and ratings
<http://www.common sense media.org>, <http://www.imdb.com>, <http://www.amazon.com>,
<http://www.kids-in-mind.com/> and <http://www.mpa.org/film-ratings/>

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----- **Return This Page to Mr. Roddy** -----

I have read and understand the Syllabus & Course Expectations for U.S. History found at the website: Mr. Roddy - Website: <https://sites.google.com/a/kearsarge.org/rodny/>

Name of Student and Period

Student Signature & Date

Name of Parent / Guardian

Signature of Parent / Guardian

Parent Email Address

Requested Mature Works to Provide alternative assignment for:
