

Recent US History-Semester & Year

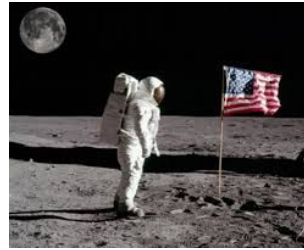
2019 - 2020 Course Syllabus

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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)
- 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 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) 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 - b. Students will use historical content for determining cause and effect.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



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

Your scores for this class are based on your work throughout the entire course.

Scores will be represented in the scale below:

3	<i>Meeting</i>	Student consistently demonstrates adequate mastery of course standards in familiar context.
2	<i>Approaching</i>	Student demonstrates beginning work toward standards and produces work that shows progress.
1	<i>Attempting</i>	Student demonstrates unclear or minimal understanding of the standard
INC	<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 2.08 or greater and cannot have a 1 or INC in any of the Chilton Standards. This number is based on the combined average of the Chilton Standards at the end of the course.

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

Reassessment Policy

Students are able to complete reassessments on any assessment. 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 student.
- All outstanding work must be completed, no incompletes.
- Teacher assigned review 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.

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 if the course and more specially in 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 my group members in a polite manner

7.2 **Responsibility**: Student 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

Mr. Wurm'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.

Achieve 3000: We will participate in a literacy program weekly called Achieve 3000. During each unit, you will read a predetermined article(s) online and answer questions about the article. Discussion, writing assignments or graphic organizers may also be used to further activity.

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. Wurm 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. After the 3rd unexcused tardy, parental contact and/or a 15 minute detention time will be assigned for each additional tardy. 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 to 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.