

US History

2022 Spring Syllabus

Part 1: Course Information

Instructor Information

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Course Description

Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society. This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in our nation's history.

Prerequisite

- 8th grade US History

General Education/High School Pathway Area

- This class is 1 of 4 Social Studies Credits required for graduation.

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Part 2: Student Learning Outcomes

- Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.
- Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.
- Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I.
- Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.
- Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government.
- Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad.
- Students will analyze the response of the U.S. to communism after World War II.
- Students will examine American cultural, economic, political, and societal developments following World War II.
- Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S.
- Students will examine important events and trends from the 1960s to the present.

You will meet the objectives listed above through a combination of the following activities in this course:

- Completing course notes and standards throughout the semester.
- Participating in individual and group activities throughout the semester.
- Analyzing primary and secondary sources throughout the semester.
- Examining historical events through the lens of cinematic depiction.

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Part 3: Textbook & Course Materials

Required Text

- *United States History & Geography: Post-Reconstruction to the Present*

ISBN: 978-0-07-687165-0

Recommended Texts & Other Readings or Resources

- Other readings will be available in both paper and electronic form by the teacher.

Online Resources (depending on circumstances, these may be available offline)

TeachingAmericanHistory.com primary sources

Videos-All videos and video clips will be available to view on Google Classroom

Youtube.com: Crash Course American History

Mr Betts History Channel

Hip Hughes History Channel

You will love History channel

History.com various videos and video clips

Clips from:

The Men Who Built America

Sergeant York

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to /Web site/Other

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Part 4: Grading Policy

Graded Course Activities

Assignments for details about each assignment listed below.

1st 9 Weeks	
Points	Description
100 (Each)	Exams (60%)
25 (Each)	Quizzes(60%)
25 (Each)	Guided Notes (40%)
25-50 (Each)	In-Class assignments(40%)
100 (Each)	Group Activities(40%)
2nd 9 Weeks	
Points	Description
100 (Each)	Exams(60%)
25 (Each)	Quizzes(60%)
25 (Each)	Guided Notes(40%)
25-50 (Each)	In-Class assignments(40%)
75 (Each)	Group Activities(40%)

Progress reports are handed out by teachers at the 4.5 weeks(23-24 days of class) and 13.5 weeks(68-70 days of class)

Report cards are issued by the school at the end of each 9 weeks(45 days of class).

*** EOC will count for 15% of your final grade.**

Your final grade will be determined by-1st 9 weeks 42.5% + 2nd 9 weeks 42.5% + EOC 15%

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in ASPEN (optional)

You are able to view your grades and keep up with what work you have completed in ASPEN. You will receive a password for this program from the office.

Points you receive for graded activities will be posted to the ASPEN GradeBook. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been completed—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work (Doing required, should & aspire work)
B	85-92%	Good Work (Doing required & should work)
C	75-84%	Average Work (Doing only what is required)
D	70-74%	Poor Work
F	70 or below%	Failing Work

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Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the school calendar.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student provides a valid excuse before the teacher. All incomplete course assignments must be completed within 3 days.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test .
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.