



Franklin High School

U.S. History

2019-2020

Contact Information

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Course Description: This 11th grade course will help students reflect on the questions of nationhood and identity: How did we become a country? What does it mean to be American and what is our place in the world? How can we use our history to guide our experience as Americans today?

We will navigate our history through different lenses and multiple perspectives. We will utilize primary documents to try and understand the world in another time. We will ask tough questions and try to seek answers when they may be hidden. We will look at our own reflections to try better understanding ourselves and our place as actors in our own American History.

<p><u>Quarter One: The Roots of a Nation</u></p> <ul style="list-style-type: none"> • United States Geography • Native America • Westward Expansion/Colonialism • Early Waves of Immigration • Expansion of Our Borders 	<p><u>Quarter 3: US: Land of the Free?</u></p> <ul style="list-style-type: none"> • Nativism • Eugenics and the Immigration Act of 1924 • Deportations of the 1930's • Native American Boarding Schools • Japanese Internment • Zoot Suit Riots
<p><u>Quarter Two: The US: A Global Superpower?</u></p> <ul style="list-style-type: none"> • The Annexation of Hawaii • The Spanish American War • The Cold War • Vietnam 	<p><u>Quarter 4: US Protest Movements and Resistance</u></p> <ul style="list-style-type: none"> • School Desegregation • Nonviolent Direct Action • Black Power • Black Lives Matter • Standing Rock • #MeToo

Class Objectives

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

- Determine central ideas or information of a primary or secondary source; provide an accurate summary of how key ideas or events develop over the course of a text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Compare/contrast treatment of the same topic in several primary and secondary sources
- Write arguments focused on discipline-specific content
- Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Engage in informed and respectful deliberation and discussion of issues, events and ideas.

Proficiency Grading Scale: All assignments and assessments will be based on a 10 point scale. Students will be able to repeat summative assessments one time during a tutorial period in order to improve their grade and demonstrate improved proficiency. Students may receive decimal grades on assignments to more accurately reflect their levels of proficiency (Example: 8.5= student is *proficient* and close to *highly proficient*)

<i>Highly Proficient</i>	<i>Proficient</i>	<i>Close to Proficient</i>	<i>Developing Proficiency</i>
9-10 (A)	8 (B)	7 (C)	0-6 (D-F)

Weighting of Grades:

Summative assessments such as tests, quizzes, essays, projects, and presentations will make up **60%** of the grade in this class. Formative assessments such as daily class work, discussions, and homework will make up **40%** of the grade in this class.

Materials:

1. Spiral or Composition Notebook: Students will be responsible for taking rigorous in-class notes in a spiral or composition notebook.
2. Folder
3. Pencil or pen

Modifications and Accommodations:

Students with IEP's and 504's will be permitted appropriate modifications and accommodations. TAG students will be provided opportunities for extended assignments and independent learning opportunities.

Absences & Tardies

When you are absent, it is your responsibility to get and complete any work you missed. The best way to do that is to look on the class calendar/website. If you miss a test, it is your responsibility to make up that test as soon as you return, outside of the regular period. Be on time to class.

Cheating and Plagiarism

Work you turn in needs to be your own. Cheating on or plagiarizing work will result in a consequence decided after a conversation with you, myself, and Student Management. As well, the dishonest work you turned in will not be accepted. If the work was formative, you will be given no credit and will NOT be allowed to make it up. If the work was summative, you will be allowed to make up that assessment for reduced credit.

Cell Phones in Class

As per the Student Handbook, cell phone usage in class is forbidden except when allowed by the teacher for academic purposes. Failure to follow these rules will result in the loss of such privilege and/or confiscation.

Behavior The way in which we'll all speak to one another in this class will be done with inclusivity, respect, and empathy. Everyone's story is valid and language that devalues someone's identity will not be tolerated. Instead, we will use language that respects all races, genders, and sexual orientations.

