



Course Syllabus

Franklin High School		2020-2021
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.		
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: US History		
Instructor Name: Karen K Polis	Contact Info: kpolis@pps.net	
Grade Level(s): 11		
Credit Type: (i.e. "science", "elective") Social Studies	# of credits per semester: 1	
Prerequisites (if applicable):		
General Course Description: This is a semester course covering the history of the United States from the crafting of the Constitution to present day. We will be using a textbook, engaging in synchronous online class meetings and asynchronous class work. We will also write essays, hold class discussions, meet in small groups, watch video, and individual projects.		
Prioritized National/State Standards: State Standards		
<ul style="list-style-type: none">● HS 61 - Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements.● HS 11 - Examining the pluralistic realities of society recognizing issues of equity and evaluating the need for change		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts Textbook "History Alive" Assignments and material links posted on Canvas.		
Course Content and Schedule: These topics are subject to change due to time constraints and student engagement.		
Founding Ideals		
<ul style="list-style-type: none">● Is the United States living up to its founding ideals of Democracy, Liberty, Equality, Opportunity and Rights?		



Week 4 Sept 21-25 **Constitution of the United States**

- 13th, 14th, 15th, 19 amendments

Week 5 Sept 28-Oct 2 **Mexican American War**

Week 6 Oct 5-8 **US Government and Native Tribes**

Week 7 Oct 12-16 **Civil War**

Week 8 Oct 19-23 **Reconstruction**

Week 9 Oct 26-30 **Harlem Renaissance**

Week 10 Nov 2-4 **Harlem Renaissance cont.** End Quarter 1

Quarter 2 Government: Public Welfare and Common Defense

Week 11 Nov 9-13 **WWI** (No school 11/11)

Week 12 Nov 16-20 **1920s**

Week 13 Nov 23-27 Parent/Teacher Conferences, Thanksgiving Break

Week 14 Dec 1-4 **Great Depression and the New Deal**

Week 15 Dec 7-11 **WWII**

Week 16 Dec 14-18 **WWII**

Week 17 Dec 21-25 Winter Break

Week 18 Dec 28-Jan 1 Winter Break

Week 19 Jan 4-8 **Civil Rights Movement**

Week 20 Jan 11-15 **Civil Rights Movement cont.**

Week 21 Jan 19-22 **Vietnam and the Protests of the 1960s**

Week 22 Jan 26-28 **Vietnam and the Protests of the 1960s cont.**

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Flexible grouping

Depth and complexity extensions

Role Plays

Questioning strategies

Peer critiques

Think-pair-share

Varied graphic organizers to support learning

Making connections

Research extensions
Varied writing prompts
Skill based mini-lessons
Jigsaw

Safety issues and requirements (if applicable):
Students will behave in a safe and responsible manner while online in the “classroom” and in breakout rooms. Students will practice positive digital citizenship.

Classroom norms and expectations:

1. **Participate** as much as you can. **Ask questions** if you are confused. **Contribute** to discussions.
2. **Show up.** If you feel comfortable turn on your camera for our meetings.
3. **Come Prepared.** Be ready to discuss any assigned readings or videos.
4. **Turn work in on time.** You have until **midnight on the day an assignment is due to turn it in.** If you have a problem, see me BEFORE the due date, not the day it’s due.
5. There are **no test retakes**, unless you have an official educational plan that allows for retakes.
6. **Be respectful of others** in listening and working whether it is in an online meeting or a breakout room.

Evidence of Course Completion

By the end of the course the student should be able to:
Research independently
Analyze sources and primary documents critically
Connect past events to current events
Present research findings in written and verbal formats

Progress Reports/Report Cards (what a grade means):

Grades are derived from students’ evidence of learning. Daily work, essays, projects, formative and summative assessments.

I use a total points system without categories. I average the first and second quarter to calculate a student’s semester grade

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Career Related Learning Experience (CRLEs) and Essential Skills:

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

I will communicate via Canvas platform, email, Remind app, Synergy messaging, google meet.

Personal Statement and other needed info