



## Course Syllabus

Franklin High School		2020-2021
<p><b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b>. Syllabi will be posted on the FHS website under your name for the public to view.</p>		
Course Overview		
<p><b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.</p>		
Course Title: U.S. History		
Instructor Name: Rhonda Gray	Contact Info: rgray@pps.net	
Grade Level(s): 11-12		
Credit Type: (i.e. "science", "elective") social studies	# of credits per semester: 1	
Prerequisites (if applicable): None		
<p>General Course Description: <b>The main goal of this course is to provide students with knowledge about U.S. history that will allow them to evaluate both past and present historical events. Students will use primary and secondary sources to understand the issues, events, and people of United States history. The course will also help them develop or improve their research, writing, and critical thinking skills.</b></p>		
<p><u>Prioritized National/State Standards:</u></p> <p><b>HS.12</b> Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups.</p> <p><b>HS.61</b> Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p> <p><b>HS.72</b> Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, technical, procedural).</p> <p>OREGON COMMON CORE STATE STANDARDS FOR LITERACY in History/Social Studies– GRADES 11/12  <b>Reading Standards for Literacy in History/Social Studies</b></p> <p><b>11-12.RH.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>11-12.RH.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>11-12.WHST.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>		



<b>Course Details</b>
<i>Learning Expectations</i>
<p>Materials/Texts</p> <p>History Alive! textbook</p> <p>Digital History,org</p> <p>Other supplemental texts and videos</p>
<p>Course Content and Schedule:</p> <ul style="list-style-type: none"> <li>● American Identity and Culture</li> <li>● Innovation and Invention</li> <li>● American Presidents - best and worst</li> <li>● The Civil Rights Movement</li> <li>● American Music thru the Decades</li> </ul>
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):</p> <p>I will use Access: American History and other supplemental texts and videos to engage the ELL and SpEd students.</p> <p>I will use primary source documents and high order thinking challenges for the TAG students throughout the course.</p> <p>Flexible grouping</p> <p>Depth and complexity extensions</p> <p>Role Plays</p> <p>Questioning strategies</p> <p>Peer critiques</p> <p>Think-pair-share</p> <p>Varied graphic organizers to support learning</p> <p>Making connections</p> <p>Research extensions</p> <p>Varied writing prompts</p> <p>Skill based mini-lessons</p>
<p>Safety issues and requirements (if applicable):</p>
<p>Classroom norms and expectations:</p> <ul style="list-style-type: none"> <li>● Stay engaged</li> <li>● Come to our virtual classroom prepared - pen and paper, assignment, open-mind</li> <li>● Use chat for topic/lecture specific questions and comments (unless otherwise instructed)</li> <li>● Maintain a growth mindset (keep an open-mind)</li> <li>● Never give up / keep trying</li> <li>● Be friendly</li> <li>● Submit assignments in a timely manner</li> <li>● Be patient with Ms. Gray regarding technology</li> </ul>
<i>Evidence of Course Completion</i>

Assessment of Progress and Achievement:

Research any given or chosen topic independently

Analyze and summarize primary and secondary sources documents

Connect past events to current events

Present research findings in written and verbal formats

Demonstrate understanding of social studies skills - cause & effect, making comparisons, supporting your position (persuasive argument)

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.

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, Google Classroom, email, Remind app, Synergy messaging, and Google Meet live class sessions.

#### **Personal Statement and other needed info**