



Dallas High School Home of the Dragons



Accelerated US History I 2013 - 2014

Instructor: Trent Schwartz

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Office Hours: Tues-Thur 3:00-3:30; M, W, Th, F 8:00-8:25am & additional times by arrangement.

Course Description:

Text: *American Vision: Modern Times*

Grade Point Averages (GPAs) will be figured using the following scale:

A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (.7), F (0)

Grades for both Academic and Personal Management will be assigned using the following scale:

A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (59-0%)

Course Outline:

This study begins with a brief review of the American Industrial Revolution (post 1865-1900) including its effects on labor (industrial and agricultural) and political/legal systems; then examines the Progressive Era and its attempts to solve the problems caused by industrialization; our foreign expansionism at the end of the 19th century; World War I; The Roaring Twenties; the Great Depression; the New Deal; and World War II. This course covers the same material as the American History class, but is geared for the highly motivated student. There will be more in-depth study and discussion on the topics within this course. It also serves as a conduit to prepare students for AP US History next year.

Standards to Be Assessed:

Oregon Social Science Core Standards for History

1. Analyze and apply cause and effect relationships to a variety of historical issues, events, and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources

Oregon Social Science Core Standards for Social Science Analysis

26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them

	Unit Topic	Summative Assessments-Standards Assessed in Tests indicated in [brackets] below.
Unit 1:	Gilded Age/Progressive Era (1870-1920)	Gilded Age/Progressive Era Unit Test & DBQ Essay [Core Standards 1,2,3 SS Analysis Standard 26]
Unit 2:	American Imperialism (mid-1800s-1920)	American Imperialism Unit Test [SS Analysis Standard 26 & 27, Core Standards 1, 3]
Unit 3:	WWI (1914-1920)	WWI Unit Test [Core Standard 1]
Unit 4:	The Roaring 20s	Roaring 20s Unit Test/Research Paper [Core Standard 1]
Unit 5:	The Great Depression & 1930s America	See final exam Great Depression DBQ Essay [Core Standards 1,3 & SS Analysis Standard 26 & 27]
Unit 6:	WWII (1931-1945)	Final Test (Great Depression and WWII Units) [Core Standard 1]

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and 25% on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within **2 weeks** of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late will be reduced by 50% credit and only accepted 2 weeks past the due date.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

Academic Integrity: We expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Students who violate the principles of academic integrity will be subject to disciplinary consequences (see Insubordination section of the on-line student agenda).

Extra Credit: Extra credit is not offered, however students may be given additional opportunities to show mastery.

Cell Phones and Electronic Devices: Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

- ☐ 1st offense - confiscated device is delivered to the main office and returned to the student at the end of the school day.
- ☐ 2nd offense - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.
- ☐ 3rd offense – discipline referral for “insubordination”, parent contact, and student will no longer be allowed to have the device at school without administrator permission

Personal Communication Devices Board Policy:

<http://policy.osba.org/dallas/j/jfceb%20r%20g1.pdf>

Tardies and Unexcused Absences: Points will be given towards the Personal Management grade at the end of each grading period (9 weeks/18 weeks) for daily attendance and punctuality. Points will be deducted for each tardy and each unexcused absence in that 9-week grading period. Overly disruptive behavior may also result in loss of attendance points.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: