

Crook County School District

where students dream, learn, & succeed



<u>School</u> : CCHS		<u>Instructor</u> : Aaron Raasch
<u>Course</u> : AP US History		<u>Email</u> : aaron.raasch@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : (541) 416.6900; ext. 3163 <u>Methods for Communicating with Families</u> : Email, phone conferences, Remind app
☒	Trimester #2	
☐	Trimester #3	

Course Description:

- The HST 202 course will mainly focus on an overview of United States history from approximately 1820 to 1920, covering the antebellum period, the civil war, reconstruction, gilded age, and progressive periods. Topics include the Jacksonian era, territorial expansion, slavery and the Old South, the causes and consequences of the Civil War, successes and failures of Reconstruction, 19th-century society and culture, economic transformations, U.S. imperialism, Progressivism and the United States entrance into World War I. However, the first 3-4 weeks will be spent on an overview on early North American history from the age of exploration through the Monroe administration.
- The HST 203 course provides an overview of United States history from approximately 1920 to the present, covering the roaring 1920s, the Great Depression, WWII, origins of the Cold War, the Cold War conflicts, Civil Rights and the protest movements, changes in American culture during the 1960s through the 1980s and modern events.

Learning Standards/Targets:

- This class fulfills the requirements for 11th grade social studies at Crook County High School. The successful students will be able to:
- 1. Interpret the relationship between the past and the present, which takes into account social, cultural,
- political, and religious perspectives in the 19th and early 20th century United States.
- 2. Analyze primary historical evidence from the antebellum, civil war, reconstruction, gilded age and progressive eras.
- 3. Identify historical arguments found in secondary sources regarding the United States in the 19th and early 20th century.
- 4. Construct an historical argument in a written essay.
- 5. Challenge shared assumptions and cultural stereotypes through discussion, written and oral means.

- 6. Identify the chronology of events and construct a narrative about some aspect of the antebellum, civil war, reconstruction, gilded age or progressive eras.
- 7. Identify geographical context of 19th and early 20th century historical events.

- For a full list of social studies standards for the state of Oregon please visit:
- <http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/Standards.aspx>

AAOT is the Oregon Community College degree that qualifies for entry into any public Oregon university.

- This class counts toward the Social Science requirement for the AAOT, successful students will be able to:
 - a) Apply analytical skills to social phenomena in order to understand human behavior
 - b) Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
- This course also fulfills the Cultural Literacy requirement for the AAOT, successful students will be able to:
 - Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
 - <http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/adoptedsocialsciencesstandards8-2011.pdf>

Instructional Materials:

- Text: United States History and Geography: Modern Times (McGraw Hill)
- Film, Videos/ Other Electronic Media:
- A variety of relevant and educational multi-media materials will be used in this course
- Others : Primary sources (artifacts, documents etc.)
- Secondary sources (lecture, handouts, internet research, etc.)

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the

material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.
- Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Goals

By the end of the semester, 100% of students will meet or exceed subject level learning standards in Social Studies as measured by a score of 70% or better on each standard that will be assessed.

Evaluation (grading) The standards will be assessed based on the demonstrated proficiency of a skill or piece of information. Standards can be assessed in any of the following ways: Daily opener, daily assignment/homework, projects, presentations, quizzes, exams, class participation, etc

Grading Scale

Grading in this class will be divided into two segments:

- **Standard Assessments**, which may include exams, quizzes, essays, and/or projects will comprise **70 percent** of the final grade.

If a student earns below a 70% score on a Standard assessment, s/he will have until mid-term to demonstrate proficiency of the standard. In the second half of the term, the student will have until two weeks prior to the end of the term to retake assessments that did not meet the minimum standard.

- Daily work, participation, and homework will make up the remaining **30 percent** of the final grade.

TENTATIVE SCOPE & SEQUENCE/ EXAMS

MISCELLANY

The College Board website is a tremendously helpful resource for Advanced Placement[®] students. Visit the website early and often. The address is: <http://www.collegeboard.com/testing>. Feel free to contact me with questions! You and/or your parents may reach me at: aaron.raasch@crookcountyschools.org

As the instructor for this course, I hold the right to change and alter the scope, time span and coverage of all major topics covered in History 202/203. That being said I will do my best to insure that the course is productive and engaging with the use of various teaching methods and continuous improvements in my teaching of the course.

Tentative Scope and Sequence/ Exams

Trimester I

Unit 1- Pre-Europeans/ Colonies

Unit 2- American Revolution/ Early Government

Unit 3- Jacksonian Democracy/ Manifest Destiny

Unit 1- 3 Exam

Unit 4- The American Civil War

Unit 5- Immigration/ Industrial Revolution

Unit 6- Progressive Era/ WWI

Unit 4- 6 Exam

Trimester II

Unit 7- 1920s/ Great Depression

Unit 8- WWII

Unit 7- 8 Exam

Unit 9- Early Cold War

Unit 10- Civil Rights/ Cold War
Conflicts

Unit 11- Nixon/ Current Events

Unit 9- 11 Exam

CROOK COUNTY HIGH SCHOOL

*Students who are NOT earning an A, B, or C IN ANY CLASS at the midterm grading period of a semester Will be **required** to attend a full DAY of school on the Monday and/or Tuesday of conferences for student support.*

- *Students will receive assistance from their teachers in order to improve their grades.*
- *Students may also take tests and complete make up work if needed.*
- *October 20 and 21 will be designated for Trimester 1*
- *April 13 and 14 will be designated for Trimester 3*
- *Lunch service will be available.*
- *Busses will run their normal routes.*
- *The school day will be from 9:00 am to 3:45 pm.*

Teachers will be available in the Commons for parent-teacher conferences.

I have read and understand the contents of this syllabus.

Student Signature _____

Parent Signature _____

Parent email _____

Comments or questions

Dear Parents/Guardians,

As a part of our US history content, our class is going to be watching the following movies/videos during US History, Trimester 1 and 2, either in part or in full; Far and Away, Dances with Wolves with the possibility of other movie clips, several History Channel documentary clips (America- Story of US, TR from A&E, Men Who Built America) and full episodes, as well as several youtube videos connected to the covered material. The movies that will be shown in class are rated PG, PG-13, as well as TV-Y through TV-14. We are watching these clips and movies because it is true to the time-period, social situations and provides a good description of the experiences of people living through the events. Some of these clips contains profanity, violence and racial slurs.

*In order for your student to participate in this class activity, I need your written consent. Please detach the form below and have your student return it to me **on or before September 15th, 2023**. If you choose not to allow your student to participate, or if the permission slip is not returned, they will be given an alternate activity in another classroom. Please feel free to contact me with any questions.*

*Mr. Raasch
aaron.raasch@g.crookcountyschools.org
(541) 416-6900*

Check one:

I give my student, _____ (student's name), permission to watch the listed movies in Mr. Raasch's classroom.

I DO NOT give my student, _____ (student's name), permission to watch the listed movies in Mr. Raasch's classroom.

Parent/Guardian PRINTED name

Daytime Phone Number

Parent/Guardian Signature

Date

List of potential movies and series in US History

- America:Story of US (Series)
- Men Who Built America- Frontiersmen
- Far and Away (Clip)
- Dances With Wolves (Clip)
- Men Who Built America (Series)
- The World Wars (Series)
- Lost Battalion, 2001
- Fly Boys, 2006
- Cinderella Man, 2005
- Midway, 2019
- WWII in HD (Series)
- Pearl Harbor (Clip, 2001)
- Forrest Gump, 1994
- Vietnam in HD (Series)
- The 60s (Series)
- The 70s (Series)