

Contemporary US History



Syllabus 2017-18

Ms. Rocque

(708) 990-2081

M-Th (7:30am-10pm) Sat-Sun (10am-5pm)

This syllabus contains expectations of your student in the **Contemporary US History Class**. Contemporary US History looks at events extending from the beginning of slavery to current day. Each unit connects historical events with current day issues. While exploring these areas students will be building reading and analysis skills. Specifically class goals include:

-Identifying the 50 states and major geographical features on a map.

-Gaining a basic understanding of the economic, social and political divides within the US and their impact on current events.

-Increase the historical analysis skills of:

- Compare and Contrast
- Identifying textual evidence
- Fact vs. Opinion
- Cause and effect

Units Include:

-*Slavery: Past and Present*- a look at how slavery before the Civil War compares to modern day slavery.

-The Industrial/ Technological revolution- What caused each of these revolutions and how did they affect the world?

-*Media Past and Present*- How has the media shaped politics and our views of war and the world?

-*Cold War and Terrorism*- The greatest fears of our nation since the end of Vietnam. How does fear shape our laws, views and daily living?

-*Current Events*- What is happening in the world that is and is not being covered? How do we follow the news?

Grading will be as follows:

Classwork/ Homework- 35%

Vocabulary: 10%- Completing Vocabulary Tasks and Mastery Quizzes

Tests/Quizzes: 10%- Grammar and reading Mastery exams

Geometry Mastery: 10%- *Map Skills and memorization*

History Skill Mastery- 15%- Compare and contrast, cause and effect, etc.

Grading Scale:

90%-100%	A
80%-89%	B
70%-79%	C
50%-69%	D
0%-49%	F*

*Receiving an F will result in having to redo the class by extending the number of years in school or paying for online/ Saturday classes.

*Good Grades are guaranteed if you 1) Have good attendance and 2) Study at home

Materials required: Middle sized 3 ring binder or 3 subject notebook, folder, 3 readable pens (black/ blue/ other dark color)

Materials Provided by Teacher (if you do not want to share you should bring your own): Pencils, loose leaf paper, color grading pens, markers, colored pencils, 1- 1 subject notebook, tape, glue, ruler, sharpener

Behavior and Attendance: Please follow all procedures and guidelines outlined in the Student Discipline and Restorative Justice Plan. It is essential that students have strong attendance since missing one day will lead them to falling behind. Students are responsible for making up any missed work.

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Standards/ Objectives:

CCSS: Social Sciences 6-12

CCSS: Grade 9

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science

CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Speaking & Listening

Comprehension and Collaboration

SL.9-10.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

IL: IL Goals: Social/ Emotional Learning (SEL)

IL: Early High School

GOAL 1- Self Awareness & Management

A. Identify and manage one's emotions and behavior.

1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.

1A.4b. Generate ways to develop more positive attitudes

B. Recognize personal qualities and external supports.

1B.4a. Set priorities in building on strengths and identifying areas for improvement.

C. Demonstrate skills related to achieving personal and academic goals.

1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.

1C.4b. Apply strategies to overcome obstacles to goal achievement

GOAL 2- Social Awareness

A: Recognize the feelings and perspectives of others.

2A.4a. Analyze similarities and differences between one's own and others' perspectives

B: Recognize individual and group similarities and differences.

2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.

GOAL 3- Decision Making Skills

A: Consider ethical, safety, and societal factors in making decisions

3A.4a. Demonstrate personal responsibility in making ethical decisions

3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.

Additional Goals:

-Ability to locate continents and oceans on a world map

-Ability to locate states and major geographical features on a map

I look forward to this semester and watching you improve your reading, writing, and speaking skills. There is a lot to learn and it will take strong attendance, participation and studying to reach your goals. Come to school, be on time, do your work, study at home, ask questions and DO NOT GIVE UP!!!!
