

Cocke County High School

US History

Fall 2023 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Dr. Clay Blazer, NBCT

School Telephone: (423) 623-8718 ex. 220

E-mail: blazerc@cocke.k12.tn.us

Course Description

Students will examine the causes and consequences of the Industrial Revolution and the United States' growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to our nation's entry into World War II, as well as the consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes that have shaped the modern-day U.S. resulting from the Civil Rights Movement, Cold War, and recent events and trends. Additionally, students will learn about the causes and consequences of contemporary issues impacting the world today. Students will continue to use skills for historical and geographical analysis as they examine U.S. history after Reconstruction, with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of U.S. history. The reading of primary source documents is a key feature of the U.S. history course. Specific primary sources have been embedded within the standards for depth and clarity. Finally, students will focus on current human and physical geographic issues important in the contemporary U.S. and global society. This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in our nation's history.

Textbook & Course Materials

Required Text

- *United States History & Geography: Post-Reconstruction to the Present*
ISBN: 978-0-07-687165-0

Recommended Texts & Other Readings or Resources

- Other readings will be available in both paper and electronic form by the teacher.

Part 2: Student Learning Outcomes

- Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.
- Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.
- Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I.
- Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.
- Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government.
- Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad.
- Students will analyze the response of the U.S. to communism after World War II.
- Students will examine American cultural, economic, political, and societal developments following World War II.
- Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S.
- Students will examine important events and trends from the 1960s to the present.

You will meet the objectives listed above through a combination of the following activities in this course:

- Completing course notes and standards throughout the semester.
- Participating in individual and group activities throughout the semester.
- Analyzing primary and secondary sources throughout the semester.
- Examining historical events through the lens of cinema depiction.

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Part 3: Topic Outline/Schedule

Semester 1

Week	Topic	Readings/ Resources	Activities	Due Date
1	Rise of Industrialization	<i>The Americans</i> Chap. 5-8 "Gospel of Wealth" <i>How the Other Half Lives</i>	Analyzing Jacob Riss's photos. Robber Baron/Captain of Industry social media account	August 5-9
2	The Progressive Era	<i>The Americans</i> Chap. 9 "Atlanta Comprise Speech" "Soul of Black Folk" Teddy Roosevelt's Populist speech <i>The Jungle</i>	Graphic organizer comparing and contrast Washington, DuBois, and Garvey Analyzing women's rights posters Analyzing <i>The Jungle</i>	August 12-16
3	Imperialism and WWI	<i>The Americans</i> Chap. 10-11 Excerpts from Roosevelt, Taft, and Wilson speeches <i>Sergeant York</i>	Watching film <i>Sergeant York</i> Analyzing Imperialism political cartoons Analyzing "White Man's Burden".	August 19-23
4	Imperialism and WWI cont.		Department Exam August 30	August 26-30
5	The 1920s	<i>The Americans</i> Chap. 12-13 Scopes Trial Documents <i>Inherit the Wind</i>	Clip from <i>Inherit the Wind</i> Analyzing 1920s advertisements Analyzing Prohibition propaganda	September 4-6

6	The 1920s cont.			September 9-13
7	The Great Depression and New Deal	<i>The Americans</i> Chap. 14-15 Hoover's "Rugged Individualism speech"	Analyzing New Deal Programs Economic Project	September 16-20
8	The Great Depression and New Deal cont.			September 23-27
9	WWII	<i>The Americans</i> Chap. 16-17 "Four Freedoms Speech" "Quarantine Speech" Fred Korematsu v. United States of America	Analyzing FDR's speeches and Fireside chats Watch clips from <i>Pearl Harbor</i> , <i>Saving Private Ryan</i> , <i>Hacksaw Ridge</i> Debating if dropping the Atomic Bomb was justified Department Exam October 4	September 30-October 4
10	Fall Break	Fall Break	Fall Break	Fall Break
11	WWII cont.			October 14-18
12	WWII cont.			October 21-25
13	Cold War	<i>The Americans</i> Chap. 18 & 22 "Iron Curtain Speech" Reagan's "Tear Down This Wall"	The Dot Game Analyzing Bay of Pigs Invasion Investigating Cuban Missile Crisis	October 28-November 1
14	A Nation in Transition (1950s-1963)	<i>The Americans</i> Chap. 19	Department Exam November 8	November 4-8
15	Civil Rights	<i>The Americans</i> Chap. 21 & 23 "I Have A Dream" "Letter from a Birmingham Jail"	Graphic Organizer comparing and contrasting MLK and Malcolm X Watching clips from <i>Eyes on the Prize</i> Documentary	November 11-15

16	The Modern United States	<i>The Americans</i> Chap. 20 & 24-26 Obama's Inaugural Address	Examining JFK's assignation Analyzing 9/11 attacks and the aftermath Analyzing protection of the environment	November 18-22
17	Review for EOC	EOC	EOC Department Exam EOC Prep	November 25-December 13
18	TBD	TBD	TBD	December 16-18

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Part 4: Grading Policy

Graded Course Activities

Assignments for details about each assignment listed below.

1st 9 Weeks	
Points	Description
100 (Each)	Department Exams
25 (Each)	Active Reading Sheets
100 (Each)	Essays
50 (Each)	In-Class assignments
75 (Each)	Group Activities
2nd 9 Weeks	
Points	Description
100 (Each)	Department Exams
25 (Each)	Active Reading Sheets
100 (Each)	Essays
50 (Each)	In-Class assignments
75 (Each)	Group Activities

*** EOC will count for 15% of your final grade.**

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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Part 5: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student provides a valid excuse before the teacher. All incomplete course assignments must be completed within 3 days.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty

has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

- The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
- I will focus and put forth effort on the test .
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.