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## COURSE DESCRIPTION

United States History in the twentieth century studies the ideas and themes of the Progressive era to the development of modern America to achieve three major goals. The first goal is to study the roles different groups of people, technology, and communication play in determining our place in the modern world. The second is to promote respect for the nation's rich cultural diversity and for the contributions of diverse people to its history. The third goal is to strengthen students' social studies skills including critical thinking skills, map-chart skills and civic responsibilities to be twenty first century learners.

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## COURSE STANDARDS

Iowa Core—Literacy Standards for History/Social Studies

(<https://www.educateiowa.gov/documents/iowa-core/2014/06/iowa-core-literacy-doc>)

Iowa Core—Essential Skills and Concepts for Social Studies

(<https://www.educateiowa.gov/pk-12/iowa-core/iowa-core-social-studies>)

DCSC Standards Met:

Academic Standard 1: The student will evaluate the impact of culture and cultural diversity.

Academic Standard 2: The student will use historical perspective and habits of thinking to analyze how humans view themselves in and over time.

Academic Standard 3: The student will analyze geographical information about people, places, and environments.

Academic Standard 4: The student will analyze the interactions between groups, institutions, individual human development, and personal identity.

Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.

Academic Standard 6: The student will explain how people create and change structures of power, authority, and government.

Academic Standard 7: The student will apply the economic principles of production, distribution, and consumption of goods and services.

Academic Standard 8: The student will analyze the relationship between science, technology, and society

Academic Standard 9: The student will evaluate the impact of globalization and interdependence.

Academic Standard 10: The student will demonstrate citizenship in a democratic republic.

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## ASSESSMENTS

Formative—these assessments are considered practice and will not count in your grade. Formative assessments will include signal quizzes, class discussions, and class activities.

Quizzes—this assessment type is considered summative and will count in the grade. Quizzes will be administered at the end of each section in class. All quizzes will be 5 question multiple-choice quizzes over section content.

Fishbowl Discussions—this assessment will be used approximately three to four times per year. These are graded large group discussions used to demonstrate application of the content material and skills applicable to the chapter or unit of study.

Unit Exam—this assessment is a summative, multi-part exam meant to demonstrate knowledge of the content as well as application historical thinking skills. Each exam will include content multiple choice and an application based free response consisting of both short response and essay questions.

Multi-Media Project—this assessment is a summative assessment in which students will demonstrate knowledge of historical content through an application-based project. Students will have the option to work in groups or individually. Projects will be graded based on a rubric that includes scores for both content and presentation. We will do approximately three to four projects during the year.

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## COURSE OUTLINE

- ❖ Becoming a World Power (1898-1920)
  - The Progressives
    - Reforms of Society and Workplace
    - Women’s Roles and Gaining Suffrage
    - Presidency of Theodore Roosevelt
    - Increase in the role of government
  - Entering the World Stage
    - Reasons for imperialism
    - Locations the US imperialized
    - US role in the Spanish American War
    - Foreign policies of the US
    - Events of the Mexican Revolution
  - The First World War
    - Causes of World War I
    - Alliances before and during World War I
    - Events and style of fighting during World War I
    - US isolationism and entry into the war
    - Effective of World War I on the home front
    - Treaty of Versailles Conference and Wilson’s Fourteen Points
    - Impacts of World War I
- ❖ A Modern Nation (1919-1940)
  - From War to Peace
    - Growing fears of Communism and immigrants
    - Economic changes
    - Increase in labor issues and strikes
    - Presidencies of Harding and Coolidge
  - The Roaring Twenties
    - Roles of women in society
    - Rural values vs. Urban Values
    - Growth of the Harlem Renaissance
    - Change in Pop Culture
  - The Great Depression Begins
    - Reasons for and results of the Stock Market crash
    - Impact of Great Depression on different social groups
    - Role Dust Bowl played in the Midwest
    - Actions of Herbert Hoover during the Great Depression
  - The New Deal
    - Describe programs of the New Deal
    - Three Goals of the New Deal- Relief, Recovery, Reform
    - Identify New Deal programs still in existence
    - New Deal programs impact on different social groups
    - Successes and failures of the New Deal
- ❖ A Champion of Democracy (1939-1960)
  - World War II Erupts
    - Europe after World War I
    - Rise of Totalitarian Dictators
    - Actions of Germany
    - US decision to enter World War II
    - Mobilizing the home front to prepare for war
  - The United States in World War II
    - Early fighting in the Atlantic Ocean and the European Theater
    - Holocaust and its Aftermath
    - War in the Pacific Theater
    - Actions and life at Home
    - Internment of Japanese Americans
    - Events that led to victory in Europe and the Pacific
  - The Cold War Begins
    - Causes and effects of the Cold War
    - US policy of containment and the divide of Europe
    - Creation of international organizations designed to prevent problems
    - Developing fear of Communism in the US- Red Scare
    - Events and Results of the Korean War
  - Postwar America
    - President Eisenhower’s responses during the Cold War
    - Increase in tensions from the arms race
    - Television’s impact on the American Culture
    - Technological advancements of the 1950s
    - Rise of the suburbs and the highway system
- ❖ A Nation Facing Challenges (1954-1975)
  - The New Frontier and the Great Society
    - Election of John F. Kennedy
    - Building of the Berlin Wall
    - US support of the Bay of Pigs invasion

- Cuban Missile crisis events and outcomes
- Kennedy's New Frontier Programs
- Race to Space and the Moon
- Lyndon Johnson's Great Society Programs
- The Civil Rights Movement
  - Integration of schools with Brown vs. Board of Education
  - Rosa Parks and the Montgomery Bus Boycott
  - Examples of nonviolent protest
  - Securing passage of the Voting Rights Act and Civil Rights Act
  - Tactics used to create change- Martin Luther King Jr. vs. Malcolm X
  - Successes and changes resulting from the Civil Rights Movement
- The Vietnam War
  - Rise of Communism in North Vietnam
  - Increasing US involvement and Tonkin Gulf Resolution
  - Debate and protests over US involvement
  - Strategies and style of fighting in Vietnam War
  - Events of 1968 and the Tet Offensive
  - Legacy of the Vietnam War
- A Time of Social Change
  - Equal Rights Amendment and the Women's Rights Movement
  - Native Americans and Latinos push for equal rights
  - Increasing voice and role of the Counterculture
- ❖ Looking Toward the Future (1968-Present)
  - A Search for Order
    - Domestic and Foreign Policies of Richard Nixon
    - Events of the Watergate Scandal
    - Economic and energy challenges in the 1970s
    - International crises in Afghanistan and Iran
  - A Conservative Era
    - Reaganomics goals and changes
    - Ronald Reagan's policies towards the Soviet Union
    - International Events of the 1980s
    - Fall of the Soviet Union and the impact on the US
    - Changes and challenges of the American Society in the 1980s
  - Into the Twenty-First Century
    - Domestic and foreign policies of Bill Clinton
    - Foreign policies challenges around the world
    - Presidential election in 2000
    - Domestic and foreign policies of George W. Bush
    - Events and results of September 11, 2001
    - Technology advancements and their impact

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## INSTRUCTIONAL STRATEGIES

Discussion Notes—a reading guide used to prepare for in class fishbowl discussions. These are graded large group discussions which focus on the content and the historical thinking skills.

KOI (Knowledge-Observation-Interpretation)—video viewing guide used with movie/documentary clips ranging from 20 minutes to a class period in length. The K box is filled out as homework the night before using a background reading to supply previous knowledge. The O and I boxes are completed in class while watching and after watching the video clip.

KWL (Know-Want to know-Learned)—reading strategy used with the text; the students complete the K and W box before reading and the L box while reading.

Philosophical chairs—discussion strategy following the use of a discussion web or DBQ packet. Students will be asked to pick a side of an argument or stay on the fence. Students are expected to defend their position using evidence or create questions if on the fence. The goal is to create an historical argument as well as convince those on the fence to take a side.

QAR—reading guide for text reading; this strategy is formatted with varying types of questions to be answered while reading the text.

RAFT (Role-Audience-Format-Topic)—a writing strategy in which the student role plays a person or group from history to write a historically significant document from the person/group's perspective. These are shared in class and formatively evaluated for accuracy of the evidence and point of view.

Structured Academic Controversy (SAC)—a reading and discussion strategy focused on historical interpretation and argumentation. Students will be assigned a side of an argument and will read documents looking for evidence pertaining to their side. In class students will be placed in groups of four, with 2 side-A members

and 2 side-B members. In a structured discussion format each side will present their evidence and will end with an open discussion where they must reach a consensus on the argument.

TRIMS/Outline—a reading strategy focused on understanding the chapter in the context of the book as a whole.

Words to Know (WTK)—vocabulary strategy that requires students to determine not just who or what an item is but why it is significant to the time period being studied.

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## RESOURCES

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### TEXT AND READINGS

Ayers, Edward L., Schulzinger, Robert D., da la Teja, Jesus F., White, Deborah Gray. American Anthem: Modern American History. Holt, Rinehart and Winston (2009).

Supplemental texts/readings: Taking Sides series. New York: McGraw Hill, 2008-present

Various primary and secondary sources.

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### WEBSITES

Holt textbook: <http://my.hrw.com> (username: huffus password: us2014)

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## EXPECTATIONS

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### STANDARD BEHAVIORS FOR CLASS AND LIFE

Choose your friends wisely—in your seating and in group work pick people who will help you be successful and not lead you into dishonorable and disrespectful behaviors.

Choose the right path—think before you act

Be patient and kind—respect others opinions and background as well as your own

Take responsibility—if you mess up, stand up to it. Don't blame others or make excuses

Turn wounds into wisdom—learn from the mistakes and change the behavior

These all require mature behavior. It is expected you will act mature at all times.

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### ATTENDANCE

Being in class is important. In missing class you miss discussions, explanation, and guidance. Success in this course is built on being here.

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### MAKEUP WORK

When absent, deadlines for missed work will be negotiated with me. It is expected you will make up the work by the deadline arranged. If absences will be extended please contact me for your work.

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### PUNCTUALITY

You are expected to be on time to class every day. Instructions and goals for the day are announced at the beginning and if you come in late you miss that critical information. If you do arrive late, please put your pass on the podium and take seat. Do not interrupt the class.

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### PARTICIPATION

It is expected you will be an active participant in the classroom. Participation needs to be respectful and appropriate to the classroom. Participating in class provides you with feedback and clarification of ideas. Discussions in classroom should be balanced with no one person dominating the conversation. Points

contributed in discussions offer an opportunity to build and expand, not compete to out voice another person.

### INDEPENDENT HOMEWORK

You are expected to complete all independent homework assignments by the due date. Independent work provides evidence of learning and progress toward learning goals. Independent work will be checked daily for completion and accuracy. Students providing insufficient work will receive a minus and be given an incomplete for that work. Students will be given an opportunity to receive credit for incomplete work if they complete the work thoroughly and meet with me to review and discuss the work. The final opportunity to make up independent work is the day before that chapter's exam.

### SEMESTER/FINAL EXAMS

Students are expected to attend scheduled semester and final exams. While exemptions are allowed for those students who meet the predetermined criteria, please consider taking your finals. Remember, you may only exempt a year-long course once. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary for students to take the exams so sufficient evidence can be collected and assessment of student proficiency can be determined.

## GRADING

### GRADING SCALE

93.0 - 100%	A	83.0 - 86.99	B	73.0 - 76.99	C	63.0 - 66.99	D
90.0 - 92.99	A-	80.0 - 82.99	B-	70.0 - 62.99	C-	60.0 - 62.99	D-
87.0 - 89.99	B+	77.0 - 79.99	C+	67.0 - 69.99	D+	Below 60%	F

\*\*Grades are not rounded up at the end of the semester. Grades are based on a running total for the semester. All assignments, exams, etc. are weighted equally.\*\*

## COMMUNICATION

Office Hours: 7:00—7:35 and 2:20—2:30

Schedule:

1st Period—World History (B142)  
 2nd Period—World History (B137)  
 3rd Period—World History (A126)  
 4th Period—US History (A124)  
 5th Period—World History (B142)  
 6th Period—World History (B139)  
 7th Period—Prep (B142)

Online Book: <http://my.hrw.com>

user: huffus; pass: us2014

Blog: <http://huffhistoryclass.blogspot.com/>

Remind 101: @huffus to (774) 929-6607

Power School: <https://ps-dubuque.gwaea.org/public/>

Email: [jhuff@dbqschools.org](mailto:jhuff@dbqschools.org)

Phone: 563-552-5457