

**New Urban High School
United States History
Trimester One**

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"Those who do not remember the past are condemned to repeat it."

Course Description:

The study of History is a critical component of anybody's education. But history is much more than merely a study on dates, facts and battles. It is truly our story, where we come from and how we developed as a society. The purpose of this class is to explore the role that the United States played in the world from around 1945 - 1960. We will also learn how to become critical thinkers and learn to develop our opinions and use facts to make arguments that both support and question some of the decisions made during these turbulent years.

Course Learning Goals/ Standards (proficiencies)

By the end of the Trimester, students will have a broad understanding of how the United States grew from a country in mired in pover to arguably the most powerful, richest nation on earth.

Required Texts, Supplemental Materials and Other Supplies

Students will be asked to keep a journal of their work as well as worksheets, readings, timelines, maps and pictures that will help guide them as they dive into the topics being studied. The majority of the curriculum will be based on Common Core State Standards which were written by a group of educators at the University of California at Davis.

Assignments

Every week, students will be asked to read and reflect on a variety of topics. They will be asked to write (between 1/2 page and 1 page) reflections on the topics at hand. Students will also be asked to participate in classwide conversations about the subjects and hand. Students will be using a variety of means in order to show their work including small power-points or prezis, posters, art, and yes, even the dreaded worksheets. As many of you

know, I also teach math so expect a few math exercises to be sprinkled into your class work.

Proficiency Grading Policies

Students will be graded on a proficiency based model. This is different from the traditional approach as students must demonstrate proficiency on all of the required tasks. The proficiencies range from being able to interpret graphs and charts to reading maps to writing reflections and offering ones opinions on the subects being covered in class.

Description we use in class	Letter grade you will see on the report card	What it means	Point value (GPA Scale)
Mastery	A	The student has such a thorough understanding that they can explain how to solve these proficiencies to fellow students OR solve highly complex problems around these proficiencies.	4.0
Advanced Proficient	B	The student is able to analyze the problems and provide answers to a variety of different kinds of problems and/or solve them in many different manners	3.0
Proficient	C	The student can remember and demonstrate understanding of the <i>necessary</i> proficiencies taught within a trimester. They usually cannot go beyond merely solving the problems.	2.0
Not Yet Proficient	I	The student has made progress toward understanding, but does not have a comprehensive understanding OR the student has demonstrated understanding of many but not all <i>necessary</i> proficiencies. If students receive an I, the teacher will find the student during the ensuing Semester and work with them in order to help them pass. An I will change automatically to an "F" 2 weeks into the new term. Students cannot receive an I at the end of the Third Trimester.	0
No/ Limited attempt	F	The student has not has not demonstrated proficiency in enough of the necessary proficiencies making it very difficult for the student to make up the work during the first few weeks of the next Semester. Students MAY still be able to work with the teacher during ensuing Semesters and once they have demonstrated Proficiency in all the areas outlined in the class, the grade will be changed to passing..	0

D's are only issued in this class in the rarest of circumstances and with the approval of the Principal.

Class Policies and Expectations

Attendance: Attendance is critical in all classes but it is especially critical in History because the stories being studied happen in a set order. Missing a class (or several classes) is akin to leaving a movie for a period of time or skipping a chapter or two in a book and then hoping that you can pick up where you left off. If you are absent, it is your responsibility to make sure that all make up work be done in a timely fashion. I will have -- every couple of weeks or so -- make up days and/or catch up days. However, expect to have to work at home if you miss more than one or two days in a given trimester.

Promptness: Class starts as soon as the period starts and so students need to be in class, ready to learn on time.

Behavior Expectations: The behavior expectation is one of mutual respect. Students need to respect themselves and respect their own ability to learn while at the same time respect the rights of others in the class to access material and learn.

Food/Drink in classroom: The food and drink policy in the class will be designed together as a community.

Electronics Policy: Students MAY listen to music during work time but must have all electronic devices turned off during whole class instruction as it is a distraction to the learning environment. Exceptions include the use of the web to fact check information being talked about in class (for example, during a conversation about jobs in Oregon during the 1950s, it may be perfectly appropriate to look up the unemployment rate). Some students do like to use their phones to write essays and I have seen quality work come out of essays written on student telephones. This being said, don't take advantage of these freedoms to mess around. Most everyday, there will be some kind of work to turn in and students will be responsible for keeping up with their work.

Academic Support

-I am available after school from 3:30 - 4:00 M - W & F and will be available until 5:00 on Thursday. While I do encourage phone calls, it is easier to reach me through my e-mail at birne@nclack.k12.or.us.

I am also available at New Urban every other day during 6th Period as I teach a class for Teen Parents over at Sabin as well.

Subjects Covered

1. The Origins of the Cold War
2. Decolonization
3. Berlin, Iron Curtain and Divisions of Europe
4. Definitions of Communism v Capitalism
5. Containment Abroad / The Korean War
6. Containment at Home
7. The Youth Movement (Though This Subject may be moved to the Second Semester).

Skill Proficiencies:

Students can

- Differentiate between Primary and Secondary Sources
- Determine the Main Idea and be able to Summarize Primary and Secondary Source Material on a range of topics
- Analyze the strategies an author uses to emphasize key points and advance an explanation or analysis. (In other words, make a convincing argument)
- Compare the points of view of two or more authors on a given topic on how they treat the topic and how they put forth their opinions
- Write a series of paragraph long reflections on a variety of historical events
- Write a series of paragraphs where you analyze what it is that a variety of authors are saying
- Look at two different points of view and write a series of paragraphs which explain each point of view while also analyzing the strengths and weaknesses of each specific point of view.
- Can read three or more articles and/or artifacts about a specific topic and be able to write a multi-paragraph essay which uses these articles and artifacts to develop students' own point of view.
- Conduct short (2 - 3 paragraph long) research projects on specific topics given a series of readings.
- Write routinely reflection pieces revolving around a series of topics.
- Read and interpret Maps, Charts, Statistics, Timelines and Propaganda Videos, posters and write and talk about what these artifacts are really putting forth.
- Write arguments focused on discipline specific content
- Write informative texts including the narration of historical events
- Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.