

# Dallas High School

## Home of the Dragons



### US History I

2022 - 2023

**Instructor:** Amy Anderson

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**Office Hours:** Monday, Wednesday-Friday 8:00-8:30am & 3:30-4:00pm. Please email me to set up a time.

**Grading and Assessment:**

The following grading scales will be used to calculate a student's course grades and grade point average:

Course Grades will be calculated using the following scale:	Grade Point Averages (GPAs) will be calculated using the following scale:
A 90-100%	A (4.0)
B 80-89%	B (3.0)

<b>C 70-79%</b>	<b>C (2.0)</b>
<b>D 60-69%</b>	<b>D (1.0)</b>
<b>F 0-59%</b>	<b>F (0)</b>

**Late Work Policy:** All late assignments from each unit will be accepted up to 4pm the day of that unit's assessment.

**Unit Test Make-Up/Retake Policy:** Most unit assessments will be done in class and will need to be monitored by an instructor. If you miss an assessment or want to do a retake you'll need to come into Ms. Anderson's Room during ALIE (2:35-3:30pm Wednesday or Thursday) within 10 school days of the original assessment date.

**Academic Integrity**

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the [K-12 Code of Conduct](#).

**Student Behavior and Expectations:**

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating: **Purpose, Respect, Integrity, Determination,** and **Empathy** at all times. For more information, please see the [Student/Parent Handbook](#).

**Student Electronic Devices at Dallas High School:**

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning

environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

### **Diversity**

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

### **Gender**

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.

**Course Outline:** This course covers U.S. history from the end of the Civil War (1865) through the end of WWII (1945) utilizing the historical reasoning processes: historical causation, continuity and change over time, and comparison.

### **Unit 1: Reshaping America:**

1. How did Reconstruction change the South? How did it stay the same? How does it tie to current events?
2. Explain how and why Reconstruction ended in 1877.
3. Explain the causes and effects of the settlement of the West from 1865-1900.
4. What are the causes and effects of immigration and human migration (cultural/economic/political) and the immediate/lasting effects?
5. Explain the similarities and differences between the political parties during the period 1865 to 1900.
6. Explain the *causes of de jure* segregation in the South.

**Unit 2: Industrializing America:** Gilded Age, Progressivism, Industrialization, Immigration, Urbanization

7. Explain the causes for the rise of industrial capitalism in the United States from 1865-1900.
8. How did industrialization affect everyday life from 1865-1900?
9. Explain how different reform movements responded to the rise of industrial capitalism in the period 1865 to 1920. (*i.e.* populism and progressivism)
10. Explain continuities and changes in the role of the government in the U.S. economy in the period 1865 to 1900.
11. Explain the similarities and differences between the political parties during the period 1865 to 1900. (related to Populist party, tariffs etc.)
12. Explain *effects* of *de jure* segregation in the South.
13. Compare the goals and effects of the Progressive reform movement.
14. Explain the causes and effects of the innovations in communication, transportation and technology in the United States in the period 1865-1920.
15. Explain the causes, changes to, and effects of international and internal migration patterns in the period 1865-1920.

**Unit 3: American Imperialism:** Rise of Imperialism, WWI

16. Explain the context in which America grew into its role as a world power.
17. Explain the arguments for and against imperialism, isolationism, and interventionism (1895-1920)
18. Explain the causes and effects of the Spanish–American War.
19. Explain the causes and consequences of U.S. involvement in World War I.

**Unit 4: The Best of Times, The Worst of Times:** The Roaring 20s, The Great Depression

20. Explain the causes of the Great Depression and its effects on the economy.
21. Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
22. Explain the causes and effects of developments in popular culture in the United States in the period 1920-1941.
23. Explain the causes and effects of the innovations in communication, transportation and technology in the United States in the 1920s.
24. Explain continuities and changes in the role of the government in the U.S. economy in the 1920-1941.

**Unit 5: WWII:**

25. Explain how and why U.S. participation in World War II transformed American society (think both economically and socially).
26. Explain the causes and effects of the victory of the United States and its allies over the Axis powers.
27. Explain the consequences of U.S. involvement in World War II (not just the outcome or casualties but how this impacted the U.S.'s standing in the world)
28. Explain the similarities and differences in attitudes about the nation's proper role in the world (isolationist v. interventionist) 1920-1945.
29. Explain continuities and changes in the role of the government in the U.S. economy in the 1940s