

Dallas High School

Home of the Dragons



US History 2

2022 - 2023

Instructor: Amy Anderson

Telephone: (503) 623-8336 X 2113

Email: amy.anderson@dsd2.org

Office Hours: Monday, Wednesday-Friday 8:00-8:30am & 3:30-4:00pm. Please email 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)

C 70-79%	C (2.0)
D 60-69%	D (1.0)
F 0-59%	F (0)

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 WWII (1945) through 2009 utilizing the historical reasoning processes: historical causation, continuity and change over time, and comparison.

Unit 1: Early Cold War 1945-1963

1. Explain the continuities (how things stayed the same) and changes in Cold War policies from 1945 to 1963.
2. Explain the causes and effects of the Red Scare after World War II.
3. Explain the various military and diplomatic responses to international developments in the period 1945-1963.

Unit 2: The Age of Conformity: 1950s Social & Political History

Explain the causes of economic growth in the years after World War II (1945-1961).

Explain how mass culture has been maintained or challenged over time (1945-1961).

Explain the causes and effects of economic and technological change in the period 1945-1961.

Unit 3: The Civil Rights Movement: 1954-1968

Explain how and why the civil rights movements developed and expanded from 1945 to 1968.

Explain how and why various groups responded to calls for the expansion of civil rights from 1945 to 1968.

Explain the various ways in which the federal government responded to the calls for the expansion of civil rights from 1945-1968.

Unit 4: The Vietnam War & 1960s Social & Political History

Explain the causes and effects of continuing policy debates about the role of the federal government over time (1960-1968).

Explain the continuities and changes in immigration patterns over time (esp the 1965 Immigration Act) (1960-1973).

Explain the causes and effects of the Vietnam War.

Explain the various military and diplomatic responses to international developments in the period 1945-1973.

Explain the continuities and changes in Cold War policies from 1945 to 1973.

Unit 5: Nixon & The New Left

Explain the various military and diplomatic responses to international developments in the period 1969-1974.

Explain how and why various groups responded to calls for the expansion of civil rights from 1945 to 1974.

Explain the various ways in which the federal government responded to the calls for the expansion of civil rights (1945-1974).

Explain how mass culture has been maintained or challenged over time (1945-1974). Explain the causes and effects of continuing policy debates about the role of the federal government over time (1969-1974).

Explain how and why opposition to existing policies and values developed and changed in the period 1945-1974.

Explain how and why policies related to the environment developed and changed from 1945 to 1974.

Unit 6: Ford-Reagan Administrations 1974-1989

Explain how and why policies related to the environment developed and changed from 1974 to 1989.

Explain the effects of the growth of religious movements over the course of the 20th century (1974-1989).

Explain the causes and effects of continuing policy debates about the role of the federal government over time (1974-1989).

Explain the continuities (things that stayed the same) and changes in immigration patterns over time (esp the 1984 IRCA) (1974-1989).

Explain the continuities (things that stayed the same) and changes in Cold War policies from 1974 to 1989.

Explain the various military and diplomatic responses to international developments in the period 1974-1989.

Explain the causes and effects of economic and technological change in the period 1974-1989 (computer age, etc.).

Unit 7: 1989-2009: The Computer Age

Explain the causes and effects of the end of the Cold War and its legacy.

Explain the causes and effects of economic and technological change in the period 1989-2009 (computer age, internet, etc.).

Explain how and why policies related to the environment developed and changed from 1989 to 2009.

Explain the continuities (things that stayed the same) and changes in immigration patterns over time (1989-2009).

Explain the causes and effects of continuing policy debates about the role of the federal government over time (1989-2009).

Explain how mass culture has been maintained or challenged over time (1989-2009).

Explain the causes and effects of the migration of various groups of Americans from 1989 to 2009. (rise of the Sunbelt and Rustbelt)

Explain the various military and diplomatic responses to international developments in the period 1989-2009