

Course Description

The class will consider US history from 1865 to the 2000s emphasizing the continuity of ideas and conflicts with a specific focus on how modern problems and conflicts can be better understood within their broader historical context. Emphasis will be placed on critically reading and evaluating primary historical texts and constructing sound historical arguments both orally and in written form. This class satisfies the US history graduation requirement and meets the A-G requirements for admission to the University of California. As such, one of its principle aims is to develop the skills and knowledge necessary for success in college social science classes.

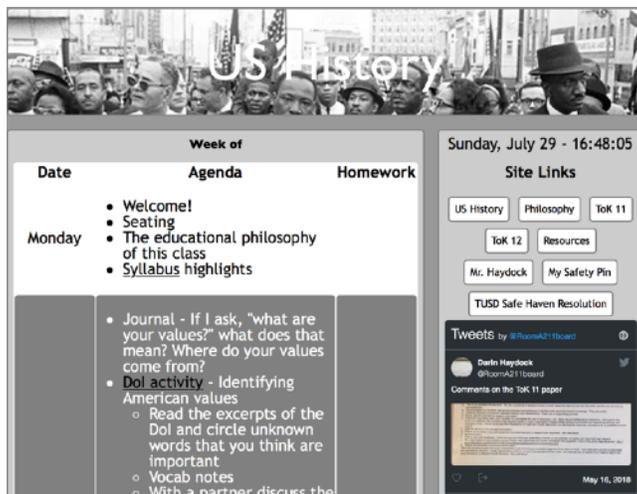
Outline of Units

This course is organized around three main topics each containing several units. Most units are followed by a written formative assessment. Here are the three topics that will be examined this year and some of the potential units that will be covered for each. Note that not everything here will be covered. I vary the focus of the class each year based on relevance to current events and student interest

I. The struggle of diversity	II. War and Peace: America's role in the World	III. Economic modernization: technological, ethical and social dimensions
<ul style="list-style-type: none"> A nation of immigrants African Americans Women Mexican Americans Gay, lesbian and transgender issues Religious diversity in the US The Internment of Americans of Japanese ancestry 	<ul style="list-style-type: none"> US imperialism (1890-1930s) The US and the two World Wars The Cold War and the Long Peace Terrorism and the US response 	<ul style="list-style-type: none"> Responses to industrialization Laissez fair or social welfare state? US economic policy in the 1920s and the Great Depression The Post war social contract Deregulation and the tax cuts in the Reagan era and beyond Income inequality in modern America

Website

I maintain a website for this class at <https://www.dhaydock.org>. Please paste this address into your browser and then bookmark the site on your phone and/or home computer. At this site, you can find daily lesson plans, most handouts, assignments, projects and class presentations. The site is updated daily (the agenda shown at the beginning of each class is from the website). Please see the website when you are absent to learn what the class did when you were gone.



Texts

Danzer, Gerald et. al. *The Americans*. Evanston (IL): McDougal-Littell, 2006. This book is available online here: http://www.mrlocke.com/US_History/book.html

Unless instructed to do otherwise, your textbook should remain at your home. It will be used for homework and other independent activities. Please cover the book as soon as you receive it.

Other Class Materials

Students must keep an orderly three ring binder and bring it to class each day. Binders should contain the following sections set apart by dividers:

Unit outlines: At the beginning of each unit, I will hand out a topic outline. These outlines will describe the organization of the topic and are thus helpful in organizing your notes. Questions for quizzes, class discussions, exams and journals will often be drawn from these outlines.

Class notes: Your class notes for the current topic should be kept just behind the current topic outline. Each entry **must** be formatted with the **date**, the **title** and must be separated from subsequent entries by a solid line. Class notes will be collected on the day of each unit test. Notes must be brought to class on this day and will not be accepted late.

Journal: Your journal contains the reflective writing done in class during the current unit. Your journal will include writing done at the beginning of class and at the end of class and short reactions to class activities. Each entry **must** be formatted with the **date**, the **title** and must be separated from subsequent entries by a solid line. Journals will be collected on the day of each unit test. Journals must be brought to class on this day and will not be accepted late.

Handouts: This includes documents, maps, templates, assignment instructions etc. handed out during the course of the topic. These handouts should be kept just after your class notes for the current topic.

When we start a new topic, materials from the previous topic may be taken home and stored in a safe place. I reserve the right to collect and grade binders at any time in a fashion my choosing.

Procedures

Beginning of class: Students are expected to be seated, silent and working on the journal activity (found on the agenda) when the tardy bell rings. Students should also update their planners with any new due dates posted on the agenda.

Upon return from an absence: Upon return from an absence all students must clear their absence with the attendance office. This must be done prior to class. When you are absent it is your responsibility to check the website (www.dhaydock.org) to see what you missed.

Make-up: Students who miss exams, quizzes or other class activities as a result of an excused absence or school suspension may make-up the activity. Make ups are conducted on Thursdays during both lunches and after school. The only way to make up for missed discussions is to participate more actively in the discussions where you are present. Students who have an excused absence will be allowed one day per day of the absence to turn assignments in upon their return.

During lecture/discussion/student presentations: I expect all students to be actively engaged during lecture/discussion. This means actively listening with your head up and a writing utensil in your hand. Note-taking during lectures and discussions is mandatory. At each test, I will have students turn their notes in for credit. Notes taken in class may be used on quizzes, but not on exams. Please be aware that note taking in this class involves active listening, it is not simply copying what is written on the screen.

Daily homework: Students can expect homework two to three nights a week. Homework is done to prepare for quizzes, and completed homework may be used on the quizzes themselves. Most homework is not collected, as the grade for the homework is reflected in the quiz score. Occasionally, specific assignments will be collected and scored. I will let you know in advance which assignments will be collected. Homework in this class complies with the guidelines established by Tracy Unified School District [Board Policy 6154](#) provided students utilize proper time management and study techniques.

Late Work: Unless arrangements are made with the teacher, in person, at least 24 hours prior to due dates, no late work will be accepted.

Extra Credit: There is no extra credit in this class.

Substitute teachers: In the event that I am absent, the substitute will be provided with an assignment that students will complete during class time. Students are expected to complete substitute assignments silently and individually. While I am gone, the substitute is the absolute authority in the class and will be treated with both courtesy and respect.

Travel Study: Travel study requests will be handled as outlined in the student handbook. Students requesting travel study will be required to access daily plans and assignments through the website (I will not provide alternate assignments.) All exams and quizzes must be made up within 14 days of the student's return.

Office Hours: If you need additional help, please ask. My scheduled office hours are Thursdays, during both lunches and after school until 3:30 I am happy to meet with students at other times (either lunch or after school) but this requires an appointment. I teach a zero period so I am not available before school.

Parent contact: The easiest way to contact me is by emailing me at my school account (dhaydock@tusd.net). I will usually respond to parent emails within 48 hours. Parents are also encouraged to keep up-to-date with class events through my website at www.dhaydock.org. I use the Aeries system to record grades. I do not use the district's voicemail system.

Electronics: Portable audio, wireless and internet connected devices may be used in class only when directed by the teacher or after a student has received permission. Unauthorized use will result in confiscation. Confiscated devices will be turned into the AP's office. Any electronic device found in violation of this policy during an exam will be considered academic dishonesty and will also result in the student receiving a zero on that exam. Students are strongly encouraged to stow electronic devices securely prior to exams.

Grading

Grades are cumulative throughout the semester. **I do not average first and second quarter grades.**

Your grade will be calculated based on the accumulation of points. I do not do weighted grading. Generally a unit exam will be worth twice as much as the total of all other points available during the unit, so preparation for exams is essential to performance in the class. Here is the breakdown of points for the first unit.

Notes for the unit	30 points
Journals for the unit	30 points
HW/Notes Quizzes	80 points
Unit exam	400 points
Source analysis project	40 points
Exam review assignment	20 points

Subsequent units will be weighted in a similar but not identical fashion

Note: Exams count for about 68% of the total available points. Preparing for and doing well on exams is important to your success in this class.

Grades will be based on your percentage using the following scale:

90-100% = A

80-89.99% = B

70-79.99% = C

60-69.99% = D

Less than 59.99% = F

I do not round grades.

Students will be expected to voluntarily participate in class discussion at least 10 times each quarter. Students earn one participation point each day that they voluntarily and meaningfully participate in class discussion, or two if they meaningfully quote a document in the comments made on that day. Students may earn additional points in this category by participating above and beyond what is required. For every two participation points (rounded down) earned above ten each quarter, one additional point will be awarded in the participation category.

I will also be happy to pull up individual student grades on request before or after class or by appointment. I generally update grades only after the completion of a subsection, thus student grades will often not change for two-three weeks.

Behavioral Expectations for all of us - including the teacher!

- **Curiosity** - Be intellectually curious (really, really, really important!)
- **Respect** - All of us owe each other the same respect we wish to be shown to ourselves. Additionally we must all respect school and personal property as if it were our own.
- **Engagement** - Be actively engaged in the class activity.

In addition, we are all expected to abide by all school, district and state rules.

For minor problems – talking out of turn, not coming to class prepared, class disruption, minor goofiness and the like:

Step 1 – warning

Step 2 – student-teacher after class conference - no pass.

Step 3 – Parent contact and possibly additional consequences as defined by the student handbook.

Subsequent violations will be treated as major problems

For major problems – Violence or threats of violence, harassment, vandalism, racial or sexual epithets, defiance, academic dishonesty, repeated minor problems and others outlined in the conduct code will result in the student being sent to the AP's office and/or an immediate two day suspension from class.

Student ID: Students must carry their IDs at all times and present it when requested by the teacher or other school official

Tardiness: Students are to be seated and working silently when the tardy bell rings or they will be considered tardy. Tardies will be handled in accordance with current district policy as described in the 2018-2019 TUSD High School student handbook.

Passes: Mr. Haydock and students are expected to take care of all personal business outside of class time. Occasionally, we all need an exception. Exceptions should be rare.

Controversial Issues: This class follows the guidelines established by Board policy AR 6144 and BP 6114 when discussing controversial issues. In these discussions, the opinion of the teacher, when elicited and relevant to the curriculum, shall be labeled as an opinion, with students encouraged to treat it as one point of view among many. However, while legitimate disagreement may occur on many issues, our societal values, in addition to school and district policies, make certain positions and statements whether made by students, teachers or public figures simply wrong. Board policy provides that "The discussion . . . [of controversial issues must] . . . not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation," and that "the teacher shall not suppress any student's view on the issue as long as it is not malicious or abusive toward others." Thus, for the purposes of class instruction and discussion, abusive and prejudiced positions and statements are not acceptable as part of class discourse. Furthermore, abusive or prejudiced statements made by public figures are considered outside the scope of the Board's goal of providing "opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view", and will be treated by the teacher as abusive and prejudiced statements or positions and not as controversial issues warranting discussion.

Plagiarism and academic dishonesty: Webster's Dictionary defines plagiarism as "the appropriation or imitation of the language, ideas and thoughts of another author, and representation of them as one's original work." This includes directly copying the work of another without proper attribution, making false or misleading attributions, as well as changing a few words of a source to make it seem like a student's own writing. I have a zero tolerance policy for plagiarism – don't do it! If you have any questions about plagiarism, please come see me. Academic dishonesty includes copying work from another student, using notes on a closed notes exam and other forms of academic fraud. Plagiarism or academic dishonesty in this class are considered defiance of school authority and will result in a "0" grade on the assignment, an immediate two day suspension from class and may lead to further disciplinary action from the school.

US History - Mr. Haydock

Signature Page

(Please Print)

I have read and understand the policies laid out in the syllabus for Mr. Haydock's US History course.

_____ Student Name

_____ Class name/Period

_____ Student Signature

_____ Parent Signature

_____ Date

Please indicate the best way to contact you in the space below:
