

Mr. Darren O'Hara

BA- Secondary Education/History- Arizona State University

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## Course Objectives

This course is *designed* to teach students to think critically about the issues that have confronted and influenced the United States through a *process* that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources.

This course provides students with a basic account of United States and Arizona History from the Colonial period to present by *investigating* the content of U.S. history for significant events, individuals, developments, and processes in twelve historical periods, and developing and using the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by *historians* when they study the past.

## U.S. History Unit Outline

### Semester I

#### 1<sup>st</sup> Quarter

Unit	Weeks	Chapters
Origins of a New Nation	Weeks 2 & 3	Chapters 1-3
Creating an American Republic	Weeks 4-7	Chapters 4-6
Expansion & Reform	Weeks 8-10	Chapters 7-9

#### 2<sup>nd</sup> Quarter

Unit	Weeks	Chapters
Civil War & Reconstruction	Weeks 1-4	Chapters 10-12
Industrialization	Weeks 5-9	Chapters 13-16

### Semester II

#### 3<sup>rd</sup> Quarter

Unit	Weeks	Chapters
Emergence of Modern U.S.	Weeks 1-3	Chapters 17-19
Prosperity & Depression	Weeks 4-7	Chapters 20-22
WWII	Weeks 8 & 9	Chapters 23 & 24

## 4<sup>th</sup> Quarter

<b>Unit</b>	<b>Weeks</b>	<b>Chapters</b>
Post-War America	Weeks 1 & 2	Chapters 25 & 26
Civil Rights	Weeks 3 & 4	Chapters 27 & 28
Vietnam Era	Weeks 5-7	Chapters 29-31
Contemporary United States	Weeks 8-10	Chapters 32 & 33

### Grading and Evaluation

The following rubric will be used to grade your assignments in the following 5 areas (adapted from Webb's DOK):

1. **Recall** - correctly identifying or defining
2. **Skill** - demonstrating a conceptual understanding (explaining, interpreting)
3. **Strategic Reasoning** - drawing conclusions and supporting them with evidence
4. **Extended Reasoning** - making relevant, real-world connections
5. **Collaboration/Citizenship** - working well in groups; participating; on-task

### Rubric Grading Scale

<b>5</b>	<b>100%</b>	<b>Advanced; Perfect Score</b>
<b>4.5</b>	<b>90%</b>	<b>Advanced; only minor mistake(s) present</b>
<b>4</b>	<b>80%</b>	<b>Proficient; 1 major mistake</b>
<b>3.5</b>	<b>70%</b>	<b>Basic; multiple major mistakes</b>
<b>3</b>	<b>60%</b>	<b>Basic; partial success</b>
<b>2.5</b>	<b>50%</b>	<b>Below basic; attempt with no success</b>
<b>0</b>	<b>0%</b>	<b>No attempt; missing assignment</b>

Parents can access student grades by visiting the Basha website and clicking on "Infinite Campus." Student information is only accessible using an individualized password assigned by the school. Parents may contact office personnel or their child's counselor for this password.

**Late Work:** Submission of assignments past due dates is not acceptable. Students are expected to complete assignments in a timely manner. All work is due on the date specified (except for excused absences). Extenuating circumstances will be evaluated at my discretion. If an assignment is accepted, teachers have the right to deduct points. This does not affect excused absences which are governed by district policy.

**Extra Credit:** is not given in-lieu of expected assignments.

**Tardies and truanancies are unacceptable** -- Excessive tardies or truanancies may result in loss of the class credit in accordance with school policies. **1<sup>st</sup>/2<sup>nd</sup>** offense- warning. **3<sup>rd</sup>** offense- parent contact. **4<sup>th</sup> offense-** referral will be submitted.

### **Assigned Reading**

The textbook will not be used or referenced on a daily basis and so students are not required to check one out to take home. However, if a student would prefer to keep a book at home, they will be checked out to the student through Basha's library system and will be responsible for the return and condition of the book.

All other assigned supplemental readings are important and vital to in-class activities. If a student has not completed an assigned reading, there is a chance they will not be able to participate in a planned activity such as a socratic seminar and will lose the ability to earn that grade.

### **Classroom Conduct**

Be a good person. You have the ability to sympathize and empathize. Let that steer your decisions. No mobile cellular telephone devices!!! In the event laptops are not available and you are asked to do research or work on a project, cell phones will be permitted but I will let you know. You will get a grace period to break any bad habits, but after that I will confiscate them. Use your best judgement when using the restroom. Do not go when teacher is directly teaching, during student presentations, or during whole-class discussions. Take the pass.

### **Academic Honesty:**

Work should be a reflection of individual student ideas. Students should not look at another student's work or share their work with others. Receiving or providing answers for an assignment, essay, quiz, or test is cheating and academic dishonesty—regardless of its form. Any such action will result in a referral to the office for further review and possible additional disciplinary action.

## **Class Rules and Expectations**

1. Do the work honestly and promptly
2. Come to class/on time
3. Participate actively
4. Ask a question whenever something is confusing or unclear
5. Respect each other
6. Never waste the class's time
7. Have fun!

## **Diversity Statement**

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

Certain historical topics can be sensitive subjects for us and we must make an effort to understand and listen to one another. We must also recognize that forming new opinions and conclusions is a *process* and there may be instances when we inaccurately articulate an idea that may not necessarily reflect our intention (e.g. "Sorry, that came out wrong."). Therefore, demonstrating patience and creating an environment where we are given time to make adjustments without fear of judgement is crucial.

Dear Students and Parents:

In order to maintain strong communication, I am requesting all students and parents to provide the following information and return this information by **July 29<sup>th</sup>**.

Parents please provide an e-mail address. This is the quickest way to communicate with me and ensures a record of our conversation. When using e-mail, please keep in mind that e-mail is a public record.

By signing below you and your child confirm your review of the electronic (class website) copy of the syllabus/ policies and procedures as outlined (paper copies can be requested). Thank you. I look forward to a very productive and meaningful school year.

**Parent Section:**

\_\_\_\_\_ I have read my child's syllabus and plagiarism policy and understand the basic requirements for this class.

Parent(s) Name: \_\_\_\_\_

Parent(s) Signature: \_\_\_\_\_

Parent(s) email: \_\_\_\_\_

Home address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**Student Section:**

\_\_\_\_\_ I have read my syllabus and plagiarism policy and understand the basic requirements for this class.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Dear Parents and Guardians,

To supplement our general classroom activities, occasionally students will be shown segments of films which portray historical events covered during the course. Below is a list of films which **may** be shown during class. Please review this list and if you do not want your student to view a particular film please place a checkmark in the space next to it under “disapproved”. Students who do not view a film due to parent disapproval will be given an alternate assignment to complete while the film is being shown. Once you have reviewed the list and noted the films, if any, that you do not wish your student to view, please sign and date in the space provided. Thank you.

Respectfully,  
Mr. O’Hara

Film Title	Parent Disapproval
<i>The Lost Battalion</i> (PG-13 – Sustained Intense Battle Sequences)	<input type="checkbox"/>
<i>Cinderella Man</i> (PG-13 – Intense boxing violence and some language)	<input type="checkbox"/>
<i>Lincoln</i> (PG-13- War Violence and some language)	<input type="checkbox"/>
<i>Selma</i> (PG-13- Language)	<input type="checkbox"/>

Parent signature \_\_\_\_\_

Date \_\_\_\_\_