**2023-24 U.S. History Fall Semester**

**Instructor**

Elaine Huynh

Room 405

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**Tutoring:** Thursdays 3:45pm-4:45pm; speak to Ms. Huynh if this time does not work for you

**Overview**

In this class, we will develop real-life skills in reading, writing, listening, speaking, and historical thinking by analyzing historical sources and developing historical arguments. In the fall semester, we will examine U.S. history from the arrival of Europeans to Reconstruction through the lens of resistance and oppression. Through this lens, we will focus on how systems of oppression were created in the U.S. to strip certain groups of their power, and how these groups have both successfully and unsuccessfully resisted. Ultimately, by studying U.S. history, we will develop a better understanding of ourselves and the society we live in today, gaining a sense of responsibility, inspiration, and guidance in how to change the course of history for the better.

Successful completion of both semesters of this course is a LAHSA graduation requirement and satisfies the CSU/UC social studies requirement. Failure to complete both semesters of this course will result in retaking the course in the summer or the next year.

**Course Materials:**

Students should plan to bring to class the following materials:

* Spiral notebook or composition book
* School-assigned Chromebook OR personal computer
* Pen, pencil, and highlighter

**Units of Study**

Below is a brief overview of the units of study this semester:

* Unit 1: European Contact to American Revolution - What are the origins of “whiteness” in the U.S?
* Unit 2: Manifest Destiny and the Pursuit of Progress – What does progress look like for a country? What are the costs of progress?
* Unit 3: The First Social Movement and The Division It Created – How does social change happen? How should a country respond to social conflict?
* Unit 4: The Failure of Reconstruction and Resistance Against Jim Crow - How does Reconstruction and Jim Crow impact society today?

**Assessments and Grading**

This course uses Equity-based Grading and Instruction (EGI) to assign grades based on demonstration of proficiency in certain skills, called Learning Targets.

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| Learning Target | Description | Type of Assessment |
| LT1 - Content Knowledge | I can demonstrate my understanding of historical events and processes. | Notes, quizzes |
| LT2 - Determining Central Idea and Evidence | I can identify and analyze the central idea and evidence of an image/text. | Source analysis worksheets and activities |
| LT3 - Sourcing and Situation | I can determine how the source and situation of a text/image affects its message, including its reliability. | Source analysis worksheets and activities |
| LT4 - Speaking and Listening | I can share my ideas in a whole-class presentation, as well as small and large group discussions. | Presentation, discussions |
| LT5 -Writing Argumentative Texts | I can make a historical argument in written form using appropriate and sufficient evidence. | Document-based Questions (DBQ) |
| LT6 - Reflection | I can make connections between this class and my personal growth. | Reflecting on past work (i.e. SLC Artifact Reflections) |

Grades will be based on the proficiency of ALL learning targets completed by the end of the grading period. Final grades will be based on proficiency levels (not averaging) of LTs.

Opportunities for redos and retakes of assignments will be granted if students attend tutoring. However, submission of redos, retakes, and late assignments will be cut off one week before the end of the grading period.

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| **EGI Rubric for Learning Targets:**  A score of 0 will not be entered into the grade book. Students may see an M (Missing) or I (Incomplete). Students will have the opportunity to complete the work and demonstrate growth towards mastery of the Learning Targets. | |
| **4: Advanced** | Evidence demonstrates complete, detailed, and consistent understanding |
| **3: Proficient** | Evidence demonstrates understanding |
| **2: Approaching** | Evidence demonstrates significant, but incomplete understanding: |
| **1: Developing** | Evidence does not demonstrate understanding: |
| **0: No Evidence** | With assistance from teacher, the students shows no understanding of material or no evidence is presented |

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| Grading Scale: Report card and final letter grades will be assigned based on the following criteria | |
| **Letter Grade** | **Description** |
| A | I have demonstrated Advanced (4) in MOST LTs covered during the course. |
| B | I have demonstrated Proficiency (3) in MOST LTs covered during the course. |
| C | I am Approaching proficiency by receiving a score of 2 in MOST LTs covered in the course. |
| D | I am Developing proficiency in the course by scoring at least a 1 in MOST LTs covered in the course. |
| F | Has not demonstrated understanding or there is no evidence. |

**Tutoring**

After-school tutoring is available every Thursday from 3:45pm-4:45pm. Late work will not be accepted. If you are unable to complete work in class, you will be required to attend tutoring to make up time lost in class.

**Tardies**

If you arrive after the class period begins (even if it’s only a minute late!), you must fill out the late sign-in form at the entrance of the classroom before you take a seat. I use this form to change your absences to tardies at the end of class, so if you do not fill out this form, your tardy will be marked as an absence instead. If I notice a consistent pattern of late arrivals, you will receive a phone call home.

**Classroom expectations**

Show respect to yourself by pushing yourself to participate, learn, and grow.

* Be prepared with all the required materials
* Arrive on time
* Participate!
* Keep your cellphone in your bag or it will be confiscated

Show respect to other students and the teacher by being conscious of how your words and actions affect others.

* Give many compliments!
* Avoid hateful language

Show respect to the classroom by cleaning up after yourself and returning any borrowed materials

* Food will be prohibited if I see crumbs; a broom is located by the door
* Gum will be prohibited if I see or touch it
* Plug in Chromebooks after use

All LAHSA school-wide rules and policies apply in the classroom.

After reading the syllabus, please sign, complete, and return the portion below:

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| * I have read the syllabus and understand the expectations of the course   Student name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * I have read the syllabus and understand the expectations of the course. I can contact Ms. Huynh at elaine.huynh@lausd.net for further questions   Do you prefer call or text? \_\_\_\_\_\_\_\_\_  When is the best time to call you? \_\_\_\_\_\_\_\_\_\_\_\_\_  Parent name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |