**Ms. Fink**

**Twentieth Century America**

**Newmarket Senior High School**

**2013-2014 Syllabus**

**Teacher Contact Information:**

Best way to contact Ms. Fink is: Finka@newmarket.k12.nh.us

Direct Phone**: 1-857-400-9143** Please leave a message.

**Course Website**

<http://msfink.weebly.com/>

**COURSE DESCRIPTION:**



Have you ever wondered: What happened after WWII? Who was JFK? Who were hippies? Why was America in Vietnam? What events contributed to the events of 9/11? Students in this course will study America’s changing culture at home and America’s dynamic and growing role abroad in the last half of the 20th century through today. Some topics/events may include: The Cold War and its impact, Korean Conflict, The Civil Rights Movement, America in Vietnam, Feminism, Watergate, The Reagan Revolution and the 1980’s, terrorism and US foreign policy, challenges and expectations in the 21st century. Students will examine a variety of primary and secondary sources, participate in class debate and discussion, research, data analysis, presentations and interviews. Writing is a key component of this class.

**How will we learn:**

Students will not only use traditional historical methods but they will also become proficient in technology such as Show Me, Prezi, PowerPoint, GarageBand, Podcasting and the use of iPads in the classroom. Students are encouraged to show their mastery of the content through musical or theatrical performance, photography, written prose, oral presentation, and narratives and through multimedia presentations.

**Google:** If you do not have a Google account you should sign up for a GOOGLE account. We will use this to share GOOGLE DOCS. Please choose a user name that includes your legal name (such as TomBevans@gmail.com or TBevans@gmail.com or BevansT@gmail.com - A parent my choose to opt out of having their child use Google Docs. Please contact Ms. Fink either via email or written note if you do not want your child using Google Docs.

**Textbooks:**

* *American Odyssey: The United States in the 20th Century*by **Gary Nash**  (must be covered)

\*We have a class set so you do not have to bring the book to class every day.

* *The Twentieth Century* by **Howard Zinn**

\*Additional readings will be added

**Classroom Materials:**

* Composition Notebook
* Highlighter
* Pen (pencils are not allowed on formal graded assignments, although you may use pencil for note-taking)
* Zip Drive (or iCloud account)

**\*Regular and consistent access to the Internet is critical to success in this course.**

**Rules:**

* Students are expected to be in their seats when the bell rings, thank you.
* Students will raise their hand when they would like to use the bathroom. Please do not interrupt a lesson to ask, rather wait for a natural break in the lesson.
* All assignments are due at the beginning of class. Homework is to be completed before class, not during it.
* Respect – students are required to be respectful of each other and the teacher, disrespect will not be tolerated.
* Cell phones are not allowed out UNLESS we are using them in an activity. We will be using Poll Everywhere as a teaching tool…in this case you will be encouraged to use your cell phone!
* Cell phones are NOT allowed out during quizzes and texts EVER.
* Academic Integrity – cheating will not be tolerated. I am very good at catching all forms of cheating. Do not do it, you will be caught. Parents will be contacted. Consequences will be harsh. :0
* Essays will be turned into Turn It In ([www.turnitin.com](http://www.turnitin.com)) to check for academic integrity.

**Absences/Unexcused Absences**: work will be posted on [www.msfink.weebly.com](http://www.msfink.weebly.com) . It is up to the student to retrieve the assignment. Please discuss absences during non-class hours.



I am available at lunch by appointment for extra help and makeup work.

**Discipline and Consequences:**

I run my classroom with a three-strike policy.

1. Break the rules – verbal warning
2. Break the rules again – detention served with teacher
3. Break the rules a third time – phone call home and possible parent meeting/administration intervention.

**Grading:**

Grades will be posted weekly and assignments updated as quickly as possible.

Grading of projects and essays will be done using a rubric. Students will be given the rubric prior to the assignment.

**Grading Scale:**

The following grading system is used at Newmarket Junior-Senior High School:

A+ 97-100 B+ 87-89 C+ 77-79 D+ 68-69

A 94-96 B 84-86 C 74-76 D 66-67

A- 90-93 B- 80-83 C- 70-73 D- 65 F F<65

* Assignments will be based on a point system.
* Your final exam project/presentation will constitute 20% of your final grade per NJSHS policy.
* Seniors who earn 90% both quarters are exempt from participating in the final assessment.

**Redos:**

In some cases, I will consider allowing students to redo an assignment for a higher grade. In this case, students will have to show all completed Formative Assessments (such as notes, worksheets, classwork) Permission must be granted by Ms. Fink before students redo the assignment. Please see me during non-class hours. The purpose of this course is to have students master the standard we are studying, therefore I want to give students ample opportunity to learn and excel.

**Common Core Standards for Social Studies:**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
* [CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
* [CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure**

* [CCSS.ELA-Literacy.RH.11-12.4](http://www.corestandards.org/ELA-Literacy/RH/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
* [CCSS.ELA-Literacy.RH.11-12.5](http://www.corestandards.org/ELA-Literacy/RH/11-12/5/) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
* [CCSS.ELA-Literacy.RH.11-12.6](http://www.corestandards.org/ELA-Literacy/RH/11-12/6/) Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
* [CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
* [CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RH.11-12.10](http://www.corestandards.org/ELA-Literacy/RH/11-12/10/) By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

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***Please cut and return to Ms. Fink by Friday***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please print) Red Day/Black Day Block \_\_\_\_\_\_\_

***I have read the above syllabus and will contact Ms. Fink if I do not wish to have my child use Google Docs. Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***