

Adopted 8/20/2008

**R. Rex Parris High School
United States History
Credit 8 Syllabus**

This Unit Syllabus is a contract between the student and teacher. At the successful completion of the listed activities the student will be awarded one credit of US History. Please note that the minimum requirements for each activity will be binding on the student being awarded credit. Students must earn 70% of the points for each assignment to earn the credit.

SOCIAL STUDIES RUBRIC

	Accuracy	Detail	Written/Oral Communication Skills	Presentation
“A”	Accurate	Exceptional	At or Above Grade Level	Unique & Visually Outstanding
“B”	Few Errors	Ample	At Grade Level	Attractive
“C”	Several Errors	Minimal	Contains Many Errors	Presentation lacks quality

Grading Policy: A = 90 to 100 points; B = 80 to 89 points; C = 70 to 79 points

Example: Activity (10pts.) X Grade (85%) = 8.5 pts. For the activity

State Standards

11.8 Students analyze the economic boom and social transformation of post–World War II America.

Performance Indicator

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.9 Students analyze U.S. foreign policy since World War II.

Performance Indicators

2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War
- The Bay of Pigs invasion and the Cuban Missile Crisis
- Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
- The Vietnam War
- Latin American policy

4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Performance Indicators

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

The teacher will assign the following assignments to fulfill the requirement for each performance indicator listed above.

- Sample Test (Chapter 15 and 16) 20 Points (pre-requisite for Credit Test)
- Vocabulary/Participation (Chapter 15 and 16) 30 Points (pre-requisite for Credit Test)
- Credit Test (Chapter 15 and 16) 50 Points

Total Points: 100

Materials Used:

- United States History: Modern America, California Edition, Prentice Hall, 2008 ISBN 0-13-251635-7
- Computer
- Media-DVD/Video
- Newspapers, Magazines, Periodicals

California State Standards Met: 11.8 (partial), 11.9 (partial), 11.11(partial)