

MONTE VISTA CHRISTIAN SCHOOL
SOSC 3420, U.S. History
Course Syllabus

Course Description:

An overview of the history of the United States from 1870s-1990s utilizing lecture format, class discussion, written expression, active-learning strategy, project-based learning and assessment. This course is a one-year study of the United States in the modern world. Historical events will be grouped together by shared thematic elements, rather than taught in a traditional strictly-chronological manner. We will investigate events that occurred in this country's formative years, and continuing through this century, to see how events of the past have led to situations we find ourselves in today. The following concepts will be stressed: geography, political systems, interdependence, change, economics, war, culture, and the worth of the individual.

Curricular Mapping:

This course will review material established in the eleventh grade United States course according to the California State Social Studies Content Standards, and the Common Core. After a look at the nation's foundation and results of the Civil War, emphasis will be given to studying the major turning points in American history in the twentieth century through the current Administration.

Course Objectives

Upon successful completion of this course the student will be able to:

1. Make connections between events of the past and current events and conditions in written and oral response.
2. Analyze historical documents and explain their significance through written assignments, oral presentations, and class discussion.
3. Recognize bias and propaganda, and describe (in essay and/or oral format) their importance in the unfolding of events in recent history.
4. Acquire an appreciation for historical events and America's unique political and ideological heritage and express this through written response.
5. Identify the ways in which American ideals have been interpreted and applied throughout our history by various groups of people, and discuss same in a variety of formats, including written, oral, and multimedia.
6. Become proficient at Visual and Oral Communication skills
7. Engage with and contribute to local communities

Text

Your necessary digital texts for this class will be part of a "Required Course Materials Fee" thru the EdTech bookstore. This is a bundle purchase of digital texts for your full schedule of classes and will be available for purchase after 7/18/16. For further instructions please visit the [16-17 School Year](#) icon on the MVCS homepage. Please note: some courses may require additional

purchases outside of the course materials fee. Additional course material will be provided by your instructor and available in the classroom.

Prerequisites

None.

Course Outline - Historical Themes

Each semester will consist of four macro themes, tying historical events to contemporary issues. The length of each thematic series will last approximately 4-5 weeks.

F A L L

The Relevance of the Human Story
 Migration & Immigration
 Protest & Rebellion
 U.S. Govt & the U.S. Constitution

S P R I N G

Industry & Innovation
 Discrimination & Equality
 War & Diplomacy
 Art, Film, Music & Culture

Grading :

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Projects	35%	Quarter	40%
Assessments	35%	Quarter	40%
Lessons & Activities	30%	Final Exam	20%

Explanation of Grade Book Categories:

Projects - 35%

Projects will consist of creatively and thoughtfully addressing any one of a number of scenarios, depending upon the Thematic Series. Projects will likely require some form of multimedia, problem solving, and formal presentation. Scoring Rubrics will be provided.

Projects may be either Individual or Group Projects. All projects will include posted benchmarks. Group projects will contain a Group Contract, designed to hold all Group members accountable for their contributions. In most instances, students have the opportunity to select their own group members. In a Group Project scenario, the entire Group receives the same grade. Therefore, please be mindful that if a member does not turn-in his/her portion of the project on time, *even if you do*, your grade will also be reduced. Choose your Group member(s) wisely!

Historical Literacy Assessments (Tests, Quizzes, Pop Quizzes) - 35%

Historical Literacy Assessments are used to check for understanding about a given topic. This may include essay prompts, and/or other traditional written tests.

In the event a student is absent for an assessment, it is the Student's responsibility to schedule a make-up assessment upon returning from an excused absence (please refer to Student Handbook for greater details concerning allotted time for doing so). If the student does not do so, the assessment grade becomes a zero. Pop Quizzes may not be made-up.

Lessons & Activities - 30%

Non-project based assignments may include reading, reflecting and responding to a variety of articles or primary source documents, viewing videos, listening to audio recordings, or other tasks.

On-Task Behavior

When time is given in-class to work on assignments, the student is expected to be on-task. When students are off-task (e.g. playing games, messaging, working on other courses, etc.), the Instructor has the discretion to deduct points from the assignment's total point value, up to 50%.

Homework Expectations

In most instances, sufficient time will be allotted to work on assignments in class. Therefore, students are expected to manage their time accordingly. Students who do not properly manage their time in class should expect to spend an average of 30 minutes per evening on assignments. This average may increase when projects are assigned, and does not include time spent preparing for assessments.

Late Work Policy

This is a college-preparatory environment. Students are expected to turn-in work on-time, and will be held accountable when it is not. Assignments submitted beyond the posted deadline will be accepted for up-to half-credit until the end of the Thematic Series. *Any extension of a posted deadline must be granted by the instructor in written format prior to the posted deadline.* No exceptions.

Summer Reading Expectations: None.

High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

Class Policies

The following policies are non-negotiable. Please see the teacher if you have any concerns with your ability to follow these policies:

1. Love God. Love your neighbor as yourself. These establish the foundation for all our interpersonal interactions.
2. Attendance: Students are expected to be in class daily. If you are unable to attend, it is your responsibility to get any missed work. If you have questions, seek out answers.
3. Tardiness: When the bell rings, be in your seat and ready for work.

4. Food and beverages are acceptable, under the following conditions: (1) Clean-up after yourself; (2) No loud/distracting wrappers or food. Food and beverages are a privilege, not a right, and the privilege may be revoked by the Instructor at any time.
5. Be on-task. Our time is limited - don't allow yourself to be distracted by others, or your iPad. If gentle reminders are not heeded, additional actions may become necessary. This may include a phone call to parents, a referral, iPad probation, and/or grade book penalties.
6. Bathroom: Students should plan on using the bathroom before or after class.

School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as found in the Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of Monte Vista Christian School. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.

Self-Advocacy

Because of the nature of this course, and its placement as an upper-division course, students are expected to self-advocate. While e-mails to the instructor, from parents/guardians will be responded to, the student's own growth in communicating and advocating for his/herself is of great importance. Parents/Guardians should expect their student to handle the bulk of the communication between the student and the Instructor. If satisfactory resolution is still not obtained, parents/guardians are invited to enter into the discussion.

Tips for Students

- Understand this key truth: "You are not your grade, your grade is not you. You are much more valuable than a printed letter on a transcript." That being said...
- Embrace the process. Experiment, get "dirty," push yourself, have fun.
- Ask tough questions. Analyze. Search. Do not just take things at face value.
- Take initiative. This course requires student initiative and interactivity. Please be prepared, be informed, and be ready to contribute to ongoing discussions and assignments.
- If you do not understand something, first ask a peer. If you still do not understand something, then check with the Instructor.

Miscellaneous

Required Daily Gear:

- iPad (charged and ready)
- Earbuds
- iPad Charger

Required Apps:

- Google Earth
- Google Drive

- Google Docs
- Google Slides
- iMovie (or equivalent)
- Notability
- Twitter
- NPR

*As new and worthwhile apps are released, additional apps may be required during the course of the year. Please plan on budgeting \$20 for additional apps. This course will utilize Moodle as its point for delivering and collecting information and assignments. Unless otherwise noted, please check Moodle for all information concerning this course.