

## SDC Honors US History Syllabus

Instructor: Mr. Derek Harvey

Email: DHarvey@bledsoecountyschools.org

### Materials needed for class

textbook (online version)

School Issued Chromebook

Folder/Notebook

Paper

Pencil or pen

### Statewide Dual Credit

Statewide dual credit (SDC) classes are college-level courses taught at the high-school level by trained high-school teachers. All SDC courses culminate in a challenge exam which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution.

### Online Textbook

The SDC American History II text contains Chapters 15 through 30 of *The American Yawp: A Massively Collaborative Open U. S. History Textbook* (CC-by SA 4.0) and additional resources to cover the time periods from Reconstruction through the recent past. This is the foundational text for the SDC American History II course. Except where otherwise noted, Statewide Dual Credit American History II is licensed CC-BY SA 4.0.

### Link to textbook

<https://www.oercommons.org/courseware/unit/8855/student/362800>

(This link as well as a PDF copy will be available on the Google Classroom for this course)

### Google Classroom

We will also be using Google Classroom this year for assignments and other activities. You must use your school email addresses to access this program. I have provide links to Google Classroom on my teacher website at

<https://bchs.bledsoecountyschools.org/derek-harvey>

We will talk more about Google Classroom in class.

### Class Expectations

- Expect to be respected and to display respect for others.
- Expect to be challenged.
- Expect to read, write, and think.
- Expect to be an active participant in class.
- Expect to be on time for class and to turn in work on time.
- Expect all BCHS guidelines and regulations to be enforced ([see BCHS student handbook for details](#)). These guidelines include the following:

**1. Students should be one time, in their assigned seats, and prepared for class when the tardy bell rings. 6 cumulative tardies = Saturday School assignment (see handbooks for more information)**

**2. You must sit in your assigned seat everyday, this is how I will take attendance. If you are not in the correct seat you may be accidently counted absent for the day. If you cause class distributions or can not stay on task you will be moved to a new seat. This may mean someone else staying on task and not causing disruptions one may all have to be moved to accommodate your move which they probably will not be happy about. If you**

continue to cause class distributions or can not stay on task after the first move I will call home and discuss the issue with your parents. If that does not work you will be referred to the office for further punishment.

Students must stay in their assigned seats unless given permission to move by the teacher. Passes out of the room will only be given in case of emergencies and the student will have to be escorted to their destination.. We will all take a restroom break around halfway through class.

3. Students must be respectful to the teacher and fellow students at all times.

4. You will need your school provided Chromebook. Please bring these everyday as we will be doing our work electronically. Devices must be used according to the guidelines of the school's Acceptable Use Policy and all devices provided by the school must be returned at the end of the year and students could be responsible if the devices are damaged.

5. Each student will have a cell phone cubby. Cell phones are to be placed in the cubby when you walk into class. Students will pick up cell phones around 5 minutes before the end of class each day. If you have your cell phone out in class, it will be confiscated. Consequences will follow cell phone rules laid out in the school handbook.

6. No profanity.

7. Students are responsible for all of the readings for quizzes, discussions, and exams. Due to the lack of time to cover all of the main aspects of the course material, students are responsible for material from the readings that will not be covered in class lectures or discussions. Students should feel free to ask for clarifications about the readings or assignments, ask me during class, email me, or come ask me before or after school. I also strongly suggest that you and your classmates organize study groups so you can also help each other with the readings and test preparation.

8. Late work will only be accepted at the discretion of the teacher. You have five days from the day you return to school to make up work if you are absent. You can only make a maximum of a 70 on any work turned in after the five days.

9. If anyone is caught cheating on a test or quiz, they will receive an automatic zero for that assignment.

#### **Course overview**

- Statewide Dual Credit (SDC) American History is a one-credit, semester-long survey course focusing on the social, cultural, political, economic and military history of America from Post Civil War (1865) to the present (2018).
- **The course is a graduation requirement**
- SDC courses are high school courses, created by TN secondary and postsecondary educators, which incorporate college-level learning objectives and have an aligned challenge exam. Students who meet the cut score on the culminating challenge exam earn credit that can be applied to any public postsecondary institution in the state. Students enrolled in the SDC American History course will not take the U.S. History End of Course assessment administered as part of TNReady.
- Students in SDC courses will receive 4 points added to their semester averages.
- As required by TN law the challenge exam score will be printed on student transcripts.

#### **Honors Courses and National Industry Certification courses**

Local education agencies may elect to offer honors courses and National Industry Certification (NIC) courses. Local education agencies electing to offer honors courses will ensure that the approved honors courses substantially

exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below:

### **Framework of Standards for Honors Courses**

Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five of the following components:

1. Extended reading assignments that connect with the specified curriculum.
2. Research-based writing assignments that address and extend the course curriculum.
3. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point presentations, or other modes of sharing findings. Connection of the project to the community is encouraged.
4. Open-ended investigations in which the student selects the questions and designs the research.
5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
  - Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  - Examples of purpose include to inform, entertain, and persuade.
  - Examples of style include formal, informal, literary, analytical, and technical.
6. Integration of appropriate technology into the course of study.
7. Deeper exploration of the culture, values, and history of the discipline.
8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
9. Job shadowing experiences with presentations which connect class study to the world of work.

### **Attendance**

You can only miss 5 unexcused days. Anyone who arrives to class 10 minutes late or leaves before 10 minutes remaining in class will be counted absent for that class period. Virtual student's attendance will follow the policies in the virtual school agreement.

### **Post Secondary Challenge Exam**

The Challenge Exam will consist of two parts (100 points total):

- A. 75 question Multiple Choice portion worth 75 points (1pt. each)
- B. Essay portion. consisting of your choice of one of two essays worth 25 points.
- C. **Cut-Off score:** To receive Dual Credit, a student must obtain a cumulative score of 75/100 points on the Challenge Exam.

**The challenge exam will be given sometime in April. Please make plans to be present at school on that day. The test on a converted scale will also count as three assignment grades for the second nine weeks.**

**Testing Materials:** Students will take the Challenge Exam through the Learning Management System D2L. No book, notes, or other written materials are allowed during the Exam. Students must have access to a reliable computer and internet access.

**Time Limit:** Students will have a total of two (2) hours to complete the entire exam. Students will not be limited in time as to each Part and will be able to access both Parts at the same time. However, once the student exits the Challenge Exam, they will not be allowed to re-enter.

### Essays

Throughout the year we will be working on how to answer history essay questions in class. Each 4 weeks you will have an essay question to answer that covers a topic we covered in class during those weeks. You will have a choice of options to choose from and the options will be given to you at least three weeks in advance. You will have an opportunity to work on these in class but also plan to do some of the work outside of class.

#### **Essay Due Dates:**

**Essay #1: January 31**

**Essay #2: February 28**

**Essay #3: April 5**

#### **Daily Handouts:**

Each day I will post a Daily Handout to Google Classroom. The handout will include the standards, class agenda, daily assignments, future reading assignments, upcoming project due dates, and upcoming test dates. Make sure you read the reading assignments for the next day before class for that day.

**We do not have sufficient time to cover every possible topic that could be included on the challenge exam in class. You are responsible for the reading assignments to gain knowledge about topics not covered in class to answer some of the multiple choice questions from each unit. You will be responsible for these topics on the challenge exam as well as the other tests during the semester. Class time will be used to explore the bigger picture topics and how all of the information ties together and how previous historical eras and events influence events from future eras.**

#### **Notebooks:**

You are required to keep a notebook for this class. The notebook should include all the notes and other materials for the class. I will take up notebooks once a month for a grade.

#### **Tests:**

After each unit you will have a test. The tests will consist of multiple choice and short answers (identification section). The questions will come from your reading assignment questions and classwork over that unit. The questions will be returned to you before each test with the correct answers indicated so you should study them before each test.

#### **Projects:**

There will be one individual research project each semester. The first nine weeks you will conduct an Oral History project where you will interview an individual about their life and their personal memories of a historic era or event. The second nine weeks will be a film review (three to four pages) over a movie that deals with a historical topic or era we cover in class. You will also have a few smaller individual and group projects during the semester. (More details to come)

#### **Grading Scale**

**Classwork/Homework 30%**

**Tests and Essays 25%**

**Projects 15%**

**Participation/Readings & Notes 15%**

**Midterm/Final 15%**

#### **[Tentative Class Schedule](#)**

**Please note that this schedule is tentative and therefore is subject to change. Although every effort has been made to ensure that it is as accurate as possible, certain events may force slight changes to the course's schedule. Should a class session be missed [due to inclement weather, sickness, et al] the student is responsible for reading the material assigned for that day.**

**Tennessee Standards/Course Description Hyperlink**

[https://drive.google.com/file/d/1iIbi0G1VRgPWHRyJoHF1U2\\_Is-VnDFna/view](https://drive.google.com/file/d/1iIbi0G1VRgPWHRyJoHF1U2_Is-VnDFna/view)

For additional information about the SDC program, please visit the TN Department of Education website link at <https://www.tn.gov/education/early-postsecondary/dual-credit.html>

For additional information about Tennessee's high school policies please see [https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103\\_High\\_School\\_Policy\\_10-20-17.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103_High_School_Policy_10-20-17.pdf)

**This syllabus is subject to change at the discretion of the instructor or as a result of changes to school or system policies.**