

Minnesota Virtual Academy Online Syllabus for US History 304A

Course Instructor and Communications

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Please add me on skype. It is a free way to chat that does not require a webcam.

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Office Hours: MWF 10-11 AM; Tu/Th: 2-3 PM

Class Connect times: Tuesday and Thursday 10 AM

Teacher Contact Time:

Class Connect sessions are designed as a way to provide instructional, academic, and social support to our students. These sessions are provided as a way to tie the lessons within the Online Learning System, Scantron Assessment tools, Study Island resources and the MN standards together to improve student achievement. Class Connects sessions are conducted via Blackboard. The times scheduled for Class Connects are listed above.

The instructor will also respond to students within 24 hours on scheduled school days, Monday through Friday, unless the teacher has previously notified their students that they will be unavailable for a period of time. Non-verbal communication is the primary communication platform for MNVA-High School teachers, students, Learning Coach, and administration. Often, the information is time-sensitive and many items require a specific response. The majority of communications to MNVA-High School students will be sent via Kmail. However, teachers might use Skype or phone calls to contact students if that method is preferred.

Each teacher is required to update their Announcement page in each subject on a weekly basis (or more often if desired).

Major projects submitted by the students will be processed and graded within a week.

Student-to-Teacher Communications:

Students may contact the teacher using the following methods:

Kmail, Skype, and phone calls. Learning coaches may also use my work email.

Student Attendance Expectations:

Daily participation is required in the MNVA-HS program. Learning coaches are responsible for ensuring that their students are actively engaged in all of their courses on a daily basis.

Attendance will be taken daily and will be monitored by the advisors. **Students are required to log in to each of their classes five days per week. Students should spend an average of at least one hour per day per course in their online classes.** Failure to log in daily will greatly reduce the student's ability to be successful in his/her classes. Extended absences from coursework may constitute truancy.

Families requesting excused absences are responsible for notifying the MNVA-HS office about the length and reason for the absence. Absences of three or more days for medical reasons may require verification by the student's doctor. Families wishing to excuse absences due to travel or family vacations must notify their student's advisor prior to the vacation. Failure to notify the office in advance of the absence will result in the day(s) being marked unexcused and the student will be subject to MN school attendance laws.

If extenuating circumstances arise prohibiting the student from attending school, please contact the MNVA-HS office at (507) 896-5323 option 4 or toll-free at (866) 215-2292 option 4.

Academic Support Available:

Each student, in addition to the availability of scheduling one-on-one sessions with the instructor, has a student advisor and counselor assigned to offer assistance. The student advisor helps the student organize and prioritize the workload and manage the new educational environment that exists in the online world. The counselors serve to ensure the student is enrolled in the necessary coursework, both for graduation requirements and preparation for pursuits beyond high school.

Technical Support Available:

If a student is using his/her home computer, the student is responsible for computer hardware and software issues. If a technical need arises in regards to course material or a course CD, the student should contact K12 Technical Support at (866) 512-2273 and the technical support staff will assist him/her with the issue. If an MNVA-HS student is experiencing difficulties with an MNVA-HS-supplied computer, the student should contact K12 Technical Support immediately at (866) 512-2273 so the repair can begin promptly. The student should contact his/her teachers and the MNVA-HS office toll-free at (866) 215-2292 option 4 if he/she is experiencing technical issues.

Communications with Resident District for Part-time Students:**Format and Frequency of Reports:**

The Lead Academic Advisor faxes grades at mid-semester and the end of the semester to the local school contact person, the parent and the student. If requested by the enrolling district, progress reports are faxed on a more regular basis.

Format and Frequency of Communication:

The Lead Academic Advisor phones or emails the enrolling district if any of the following issues arise:

- Plagiarism

- Lack of Attendance

- Lack of Progress toward Course Completion

- Compliance requirements due to 504 Plans or IEPs.

Final Grades and Submission:

The Lead Academic Advisor faxes final grades within 10 days of the end of the semester unless the enrolling district has requested the grades earlier.

Course Outline

Course Name: HST304A US History (Honors US History)
Course Credits: 1
Course Prerequisites: Middle School Social Studies
Course Description: This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's The American Odyssey: A History of the United States.
Course Goals and Objectives: The students will explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.
Topic Outline: See Appendix A
❖ Required Texts and / or educational materials: <i>The American Odyssey: A History of the United States (textbook and online text)</i>
Minimum Technical Requirements: Students may use either a Mac or PC with the following capabilities:

- ☐ Speed: 1.8 GHz or better
- ☐ RAM: 512 MB (minimum)
- ☐ Disk space: 20 GB or more
- ☐ CD-ROM or DVD drive
- ☐ Monitor: 15-inch flat panel
- ☐ Audio: 16-bit sound card
- ☐ Modem: 56 kbps (minimum)
- ☐ Microphone and speakers
- ☐ Operating system: Windows XP SP2 or better
- ☐ Microsoft® Internet Explorer version 6.0
- ☐ Adobe® Reader®
- ☐ Macromedia Flash™
- ☐ Shockwave™
- ☐ QuickTime®

Students are expected to be competent in using current technology appropriate for this class. Such technology may include word processing, spreadsheet, and presentation software. Ability to use the Internet and e-mail, download files from e-mails and the Internet, and attach files to e-mails and upload files is also required.

Final Exam (Date, Time and Location): Must be completed before 3 PM on January 24, 2014.

Extra Credit Option (If available): Extra credit opportunities will be offered at the teacher's discretion and will be announced in a kmail and/or a classconnect.

Assessment of Student Work

Grading:

During online courses, students will receive grades for homework assignments, quizzes, tests, projects, participation and other activities. Students will be able to see their grades at any time by going to their grade books. If students have questions about grading procedures, they should contact their instructors.

Students are required to save their work throughout the semester. By saving their work, students will be able to retrieve any assignments in question and review them with their teachers in the event of a dispute or question over a grade.

MNVA-HS Grading Scale

93-100 = A	4.0	83-86 = B	3.0	73-76 = C	2.0	63-66 = D	1.0
90-92 = A-	3.7	80-82 = B-	2.7	70-72 = C-	1.7	60-62 = D-	0.7
87-89 = B+	3.3	77-79 = C+	2.3	67-69 = D+	1.3	0-59 = F	0

Policy for Late or Missing Assignments:

- * Zeros are entered as grades for every assignment not received on the Friday of the week it is due in order to notify learning coaches of current progress.

- Graded assignments – whether teacher or computer scored – must be completed and submitted no later than 8:00 AM on the Monday morning after the due date.
- I will accept assignments and assessments after the Monday deadline. You will receive the score that you deserve based on the quality of the product. However, you will lose “time management” points, as this is the skill that you are not representing with your late submission. The penalty for late work is 10% of the points possible for that assignment. You cannot make these points back.
- Discussion Boards will close at that end of that unit. You can still earn points on the discussions by emailing me your posting. You will receive a 25% grade reduction for late discussion board postings.

Policy for Addressing Academic Dishonesty:

If a student is found plagiarizing or cheating, disciplinary action will be taken. The student will be notified by the teacher regarding the plagiarism. The teacher will also send notification of the plagiarism to the MNVA-HS office to be placed in the student’s file.

- **First offense:** the student will be required to redo the assignment. Based on the teacher’s syllabus, the student’s grade will reflect a reduction of points for the plagiarized assignment.
- **Second offense:** the teacher will notify the student and his/her learning coach and arrange a meeting to discuss plagiarism and establish a system to ensure the behavior stops. The student will receive a zero on the assignment or be asked to redo it for partial credit.
- **Third offense:** a meeting will be called between the student, learning coach, teacher, advisor and administrator to address the recurrent plagiarism and discuss an academic plan to correct the problem and increase the student’s understanding of academic integrity.

Repeated offenses may result in the recommendation that the student be removed from the course. Removal from a course is subject to authorization by administration and, where necessary, will result in a failing grade in the course for the semester.

Minnesota Academic Standards Alignment (If no Minnesota Academic Standards exist, alignments follow national professional standards.)

The US History class aligns with the elements of the Minnesota Academic Standards of Social Studies.

A complete list of alignments can be found at

http://www.hps294.us/_layouts/15/WopiFrame.aspx?sourcedoc={131C0F67-860D-4707-B0B7-542767A23332}&action=default

Appendix A:

Unit 1: American Beginnings

Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus's log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England's thirteen American colonies.

- Semester Introduction
- Peopling the Americas
- First Americans
- The North American Continent
- Worlds Meet
- Pilgrims and Puritans in New England
- The Middle and Southern Colonies
- The Colonies Grow and Change
- New Ideas and Issues
- Looking at the Colonies

Unit 2: Formation of the United States

After 150 years of relative content, tensions grew between Britain and her North American colonies. Students follow the path of disagreement, discontent, and increasing philosophical differences that led to the American Revolution. They read about the individuals who led the Revolution and about the war itself, and analyze the Declaration of Independence. They then trace the growing demand for a stronger central government than the Articles of Confederation provided, and explore the arguments for and against ratification of the new Constitution. The unit ends with a look at the document that has governed the nation for over two hundred years—the longest-lived written constitution in the world.

- Growing Tension
- Moving Toward Independence
- We Hold These Truths
- Revolution
- A Long War
- Governing a New Nation
- Seeking a More Perfect Union
- Ratification
- Your Constitution

Unit 3: The New Republic

When George Washington became the first president of the United States, no one was quite certain what that position would be like. In this unit, students read about the task Washington faced in establishing precedents for the future and in setting the country on a strong course. They observe the divergent views of the Constitution that led to the rise of political parties and learn the significance of the election of 1800 as power shifted from one party to another without upheaval. Students meet Lewis and Clark and Dolly Madison, and see how the power of the judiciary and federal government grew under John Marshall. They finish the unit by developing a timeline of this critical era.

- The New Republic
- The Washington Presidency
- A New Leader
- Transfer of Power
- Exploring
- The War of 1812
- Culture and Economy

- Politics and the Judiciary
- Nationalism at Home and Abroad
- Eventful Times

Unit 4: Change and Growth

In 1800, transportation was much the same as it had been two thousand years earlier. Few people in the United States or elsewhere could vote. In this unit, students explore the remarkable changes that took place in industry, transportation, and politics during the first half of the nineteenth century. They take a virtual field trip to the Erie Canal, one of the engineering marvels of its time. They meet Andrew Jackson, the first “common man” to be elected president, and analyze statistics to assess the reasons for his election. They finish with a brief study of the regional differences that would eventually lead to war.

- A Revolution in American Industry
- A Revolution in Transportation
- Going Places
- New Politics
- Jackson’s Presidency
- Legacies
- Northern Ways
- North and South
- Compare, Contrast, and Predict

Unit 5: Forging a National Identity

The nationalism that swept the country after the War of 1812 nurtured the growth of a distinctly American culture. They read about the calls for reform that came out of Americans’ optimism and explore the factors that pushed people to migrate to the west. And they see the darker side of Manifest Destiny in the plight of Native Americans and in the willingness to go to war to gain land.

- Seeking Perfection
- Freedom for All
- A New American Culture
- The Push West
- Texas: The Lone Star Republic
- War and Riches

Unit 6: The Union in Crisis

The Civil War was the most serious crisis and biggest tragedy in United States history. Students trace the growing tensions between North and South and the events that led inexorably toward secession and war. They follow the war itself from military, political, and personal views, and analyze the appalling statistics the war created. Then they read about the struggle to reconstruct the Union and assess its achievements and failures.

- Growing Apart
- Debate and Division
- Disunion
- The War Begins
- Terrible Conflict
- War’s End
- A War on All Fronts
- Reuniting a Nation
- Reconstructing a Nation

Unit 7: Entering the Modern Era

During the late 1800s, the nation experienced tremendous growth in many areas. Students follow the enormous migration across the Great Plains, the arrival of millions of immigrants to American shores, and the rise of new ways of manufacturing and doing business. They see the hardships factory and mine workers faced, and the demands for reform that came from diverse segments of society. They finish with a project on the era.

- Settling the American West
- The Changing West
- The End of a Way of Life
- New Industries Emerge
- Inventors and Industrialists
- How Big is Too Big?
- The Price of Industrialization
- Seeking a Better Way
- Beacon of Hope
- The Immigrant Experience

Unit 8: Semester Review and Test

Students prepare for and take the semester test.

Unit 9: Honors Project

Students will work on their chosen Honors Project throughout the last half of the semester.