

U.S. History & Geography Syllabus 2016-2017

INSTRUCTOR	Alan Meis	Days/Period:	M-F/3 rd Period (9:33 AM – 10:13 AM)
PREREQUISITE	None	Duration:	Semester 1 & 2
TEXTBOOK	<u>United States History</u> , Prentice Hall, 2010.		
CONTACT INFO.	ameis@battlecreekacademy.com; (269) 965-1278 ext. 1019; (248) 459-6299 (cell); Classroom and Office Hours: 7:30 AM – 4:30 PM (M-Th) & 7:30 AM – 3:15 PM (F); I'm available after school and by appointment. Please don't call after 9:00 PM. Thank-you!		

PURPOSE OF COURSE: The purpose of this course is to see the guiding hand of God in history, studying the unique Adventist perspective of the Great Controversy, and teaching the brotherhood of all mankind. It will prepare students to think critically and make informed decisions as citizens in a multicultural society and interdependent world. It will prepare students for service in this world and citizenship in the world to come.

CONTENT DESCRIPTION: This course covers American history from pre-colonial times to the present. Aspects of political, cultural, economic, religious, and diplomatic history will be examined.

REQUIRED TOOLS FOR SUCCESS: You will need your textbook each day. Please bring loose leaf paper, a pen or pencil with which to write, a red pen, and something to keep all your assignments and notes organized.

EXPECTATIONS OF STUDENTS:

Rules: I have one rule in five parts – **Be Respectful!**

- A. Respect God** – Bow your heads in prayer and close your eyes. Refrain from ever taking God's name in vain.
- B. Respect your teacher** – Always be polite and follow instructions.
- C. Respect each other** – Always be kind and courteous to each other.
- D. Respect yourself** – Never hurt yourself or put yourself down.
- E. Respect school property** – Treat all school property with care. Refrain from writing in textbooks. Use tables and chairs properly.

COURSE FOCUS

USH.1 Identify SDA Christian principles and values in correlation with social studies.

USH.1.1 Recognize God's purpose in the dynamics of human history.

USH.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.

USH.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

USH.1.4 Equip students with a Christian approach toward social issues.

COURSE ABILITIES

USH.2 Develop abilities in social studies.

USH.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).

USH.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).

USH.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).

USH.3 Be able to apply social studies knowledge and skills.

USH.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.

USH.3.2 Identify key concepts and themes.

USH.3.3 Demonstrate an appreciation of life through diverse perspectives.

USH.3.4 Correlate relevant concepts from past to present.

COURSE CONTENT

Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes

USH.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.

USH.4.1 Evaluate God's continuous role in the dynamics of United States history.

USH.4.2 Study the factors that led to the founding of the United States.

USH.4.3 Identify key people and events.

USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).

USH.4.5 Distinguish key domestic and foreign conflicts/resolutions and their causes/effects (wars, racial conflicts, economic turmoil, social unrest, etc.).

USH.4.6 Synthesize the influence of significant historic documents that impact the framework of the nation.

USH.5 Be able to understand the flow of time and events, including God's involvement and biblical prophecy.

USH.5.1 Trace the logical progression of historical events and the United States' role in prophecy.

USH.5.2 Form valid generalizations about various eras in United States history.

USH.5.3 Relate key influences and themes to past, present, and possible future events.

- USH.6 Be able to utilize various literacy skills for interpreting historical data.
 - USH.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
 - USH.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
 - USH.6.3 Identify bias in written, oral, or visual material.
 - USH.6.4 Communicate information logically using basic language arts skills.
- USH.7 Be able to recognize the significant role and contributions of the nation's diverse cultures.
 - USH.7.1 Understand the influence of geography on regional culture.
 - USH.7.2 Examine the roots of cultural conflict and the nation's treatment of ethnic groups.
 - USH.7.3 Differentiate between myths and facts related to prejudicial notions.
 - USH.7.4 Develop an appreciation for diversity through an exposure to various cultures.
 - USH.7.5 Recognize an individual role in fostering the strength of cultural diversity.
- USH.8 Be able to assess and integrate the impact of historical themes into practical applications.
 - USH.8.1 Evaluate trends and their influence on the United States (immigration, environmentalism, pop culture, etc.).
 - USH.8.2 Analyze examples of how the arts reflect the history of the nation's diverse cultures.
 - USH.8.3 Analyze the evolution of innovations in science, technology, industry, and economics.
 - USH.8.4 Trace the rise of the United States to its role as a world power.
 - USH.8.5 Reevaluate information in light of new insights and discoveries.

ASSESSMENT AND GRADING: Cumulative.

Grading scale is as posted in the Handbook.

SEQUENCE FOR THE YEAR

IMPORTANT: The textbook is a resource; it does not determine the content of the course though it may influence the sequence of the topics.

Semester 1

We will study our country's history from pre-colonial times to World War I.

Semester 2

We will study our country's history from World War I to the present time.

This syllabus is tentative. It may change throughout the school year depending upon how the students are progressing and understanding the material. Thank-you for your understanding!

U.S. History & Geography Syllabus Parent-Teacher-Student Agreement

Parent Rights and Responsibilities

1. I have the right to accurate weekly grade reporting.
2. I have the right to clear and timely communication from the teacher.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to keep abreast of my child's progress.

My best mode of communication is (email, cell, text message, etc.):

Student Rights and Responsibilities

1. I have the right to regular, coherent classes with clear and consistent expectations.
2. I have the right to ask for assistance or clarity.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to fulfill all course expectations, including regular attendance.

Teacher Rights and Responsibilities

1. I have the right to be the first contact for concerns of instruction, assessment, or reporting.
2. I have the right to use professional discretion in matters of instruction and assessment.
3. I have the responsibility to provide regular and consistent feedback to students and parents.
4. I have the responsibility to provide quality instruction, assessment and weekly reporting.

Parent/guardian name

Parent/guardian signature

Date

Student name

Student signature

Date

Teacher name

Teacher signature

Date