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| Syllabus Outline for an Online Unit of Instruction | | |
| **Template** | | **Self-Check** |
| Course Information | Welcome to Coach Kelly’s 10th grade US History online class! This class is taught entirely online at Moody High School. You will be able to access this course via My Big Campus. You will use your student ID and password to enter the site and course. You can also access the link to My Big Campus through my blog ekellyushistoryblog.wordpress.com. Welcome to this online course I hope you enjoy.  All students will have a hard copy of the book for this class which is *The American Vision: volume one by Glencoe.*  It is important that you keep up with this book because it is essential to this course. There is not a full edition online, but resources are available through the glencoe.com website.  Students will also have additional readings that will be given through the My Big Campus website. These readings are also essential to the completion of the class.  Any questions can be directed to me via email anytime during the day. I will always respond within 1 day of the initial email. My office hours are from 8:00 to 4:00 Monday through Friday. Feel free to come by and see me, call or email. My information is in the teacher communication section below. | Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?  YES!!!! |
| Expected Student Audience | My students live in Moody High School district located in St. Clair County Alabama. Students have completed the pre-requisite for this course in the 9th grade and have been promoted to the 10th grade. | Is the expected student audience described? (Are your students in the USA?)  YES |
| Teacher Communication | My email address is [Eamonn.kelly@sccboe.org](mailto:Eamonn.kelly@sccboe.org)  My phone number is 205-640-5127; if you call and I am not in, just leave me a message and I will get back to you within one business day.  School holidays are the exception to my responding to communications.  I will be honest, email is the best avenue for communication and the easiest for me since I have access to it through my phone.  You will also have access to my blog which is ekellyushistoryblog.wordpress.com | Did you provide at least two forms of communication are included in the syllabus?  YES- I gave 3 forms |
| Course Description | This course will focus on the historic development of American ideas and institutions from the Age of Exploration to 1900. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a survey of major issues, movements, people, and events in United States and Alabama history | Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?  YES |
| Learning Outcomes | 1. Students will be able to compare effects of economic, geographic, social, and political conditions before and after European explorations of the 15th through the 17th centuries on Europeans, American Colonists, Africans, and indigenous Americans. 2. Students will be able to compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. 3. Students will be able to trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, The Boston Massacre, passage of the intolerable acts, the battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence. 4. Students will be able to describe the political system of the US based on the constitution of the US. 5. Students will be able to explain key cases that helped shape the US Supreme Court, including Marbury vs. Madison, McCullough vs. Maryland, and Worcester vs. Georgia. 6. Students will be able to describe relations of the US with Britain and France from 1781 to 1823, including the XYZ affair, the War of 1812, and the Monroe Doctrine. 7. Students will be able to describe causes, courses, and consequences of the US expansion prior to the Civil War. 8. Students will be able to compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, and acquisition of land. 9. Students will be able to explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, the American system, slavery, and the emergence of the plantation system, and the beginning of Industrialism. 10. Students will be able to analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government. 11. Students will be able to evaluate the impact of American social and political reform on the emergence of a distinct culture. 12. Students will be able to describe the founding of the first abolitionist societies. 13. Students will be able to summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise, Compromise of 1850, Fugitive slave acts, Kansas- Nebraska Act, and the Dred Scott decision. 14. Students will be able to describe how the civil war influenced the US, Including the Anaconda Plan, and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg, as well as Sherman’s march to the sea. 15. Students will be able to compare congressional and presidential reconstruction plans, including African American participation. | Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?  YES |
| Topics by Week | Weeks 1-7  Chapter 1- Converging Cultures, Prehistory to 1520  Chapter 2- Colonizing America, 1519-1733  Chapter 3- Colonial ways of Life, 1607-1763  Weeks 8-12  Chapter 4- The American Revolution, 1754-1783  Weeks 13-19  Chapter 5- Creating a Constitution, 1781-1789  Chapter 6- Federalists and Republicans, 1789-1816  Weeks 20 -23  Chapter 7- Growth and Division, 1816-1832  Chapter 8- The Spirit of Reform, 1828-1845  Weeks 23-26  Chapter 9- Manifest Destiny, 1835-1877  Weeks 27-28  Chapter 10- Sectional Conflict, 1848-1860  Weeks 29-31  Chapter 11- The Civil War, 1861-1865  Weeks 32-33  Chapter 12- Reconstruction, 1865-1877 | Did you list the topics to be covered each week?  YES |
| Expectations of Student Participation | Students are expected to:   1. Students will be required to keep a blog and write one entry per week 2. Students will be required to write an original response to all discussion forums posted by me and then reply to at least 2 peers’ original post. 3. Students will be required to complete all exercises in the modules unless instructed not to by me. 4. Students will be required to post a video reflection for each unit (I will give the timeline for this) as well as respond to 2 peers’ videos. All responses need to be appropriate and helpful. 5. All assignments that have been completed will be uploaded to the class dropbox to be graded. Follow the course calendar in the site for due dates of assignments and projects. 6. Once a month we will have a synchronous session to answer questions, solve problems, and give updates on assignments and projects. Each student urged to join these sessions because they are to help you. | Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?  YES |
| Student Communication Expectations | When communicating with other students:   * Always be helpful and speak in a kind tone. * Always proofread your post as well as comments before posting them. * Try to respond to correspondence from me within one day. * Try to respond to emails and other correspondence from classmates within one day as well * Remember to always be positive even if you disagree with the original post. | Did you describe the expectations for student behavior when communicating online?  YES |
| Late Work Policy | Late work will only be accepted if previously discussed with me via email, phone, or in person. This course is designed to work at a reasonable pace, but I understand that things come up in life. So please contact me in the event that these life events come up. | Did you explain the consequences for not submitting assignments on time?  YES |
| Grading Policy | All assignments are worth 100 points, this includes blog posts, video reflections, assignments, quizzes, tests, discussion posts, and projects. Grades will be posted every Monday, if later I will contact each of you.  All assignments will still be weighted using this scale:  Tests- 20%  Assignments/discussions/reflection 40%  Quizzes- 15%  Projects- 25%  Our grading scale at Moody High School goes as follows:  90%-100% A  80%-89% B  70%-79% C  60%-69% D  59% or lower is an F and repeat of the course. | Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?  YES |
| Assessments | Students will have a total of 2 quizzes per week, which will match the objectives for that week. Discussion forums will need to be completed every other day. The blog post will come from your weekly achievements about material you feel you have mastered. You will be building a digital portfolio with the blogs and the reflections. Your monthly video reflection will be what you feel you have mastered over the month. You are encouraged to have a little fun with this, but stay within the context of what you learned please.  All rubrics for assignments, blog post, video reflections, discussion posts/response, and projects will be accessed through the My course content of My Big Campus. Each rubric will have the specific name for which are completing. Chapter Test will be a computer graded, and you will only have one attempt at each unless otherwise told to do so. | Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?  YES |
| Academic Honesty | Students are expected to complete their work independently unless  otherwise noted. If a student requires extra help from the teacher,  please include a note specifying the amount and type of help provided.  This will help me identify where I need to provide better  instruction to help students be more independent. Concerns the learning  coach has regarding student honesty should be directed to me  immediately. Consequences for academic dishonesty may include:  1. Warning for first offense  2. Call to parents and learning coach  3. Academic penalty such as a grade of 0 out of 100 given for the  assignment  4. Failure of course with the requirement to retake it from the  beginning  5. Removal from the online school back to the brick-and-mortar school | Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?  YES- |
| Acceptable Use Policy | The St. Clair County School network is intended for educational  purposes. The Acceptable Use Policy can be found at  sccboe.org. The key points in the policies include:  To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or  filter Internet, or other forms of electronic communications, access to inappropriate information.  SCCBOE Internet is filtered through Alabama Supercomputer Authority.  Filtering, as required by the Child Internet Protection Act, will be applied to visual depictions of material  deemed obscene or child pornography, or to any material deemed harmful to others.  Subject to staff supervision, technology protection measures may be disabled for adults or, in the case  of minor, minimized only for bona fide research or other lawful purposes.  It shall be the responsibility of staff members of the SCCBOE schools to educate, supervise and monitor  appropriate usage of the online computer network and access to the Internet in accordance with this  policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and  the Protecting Children in the 21st Century Act.    Procedures for the disabling or otherwise modifying and technology protection measures shall be the  responsibility of the SCCBOE technology team or designated representatives.    SCCBOE school staff will provide age-appropriate training for students who use SCCBOE Internet  facilities. The training provided will be designed to promote SCCBOE’s commitment to the following:  1) The standards and acceptable use of Internet services as set forth in the SCCBOE Internet Safety  Policy;  2) Student Safety with regard to:  a) Safety on the Internet;  b) Appropriate behavior while online, on social networking web sites, and in chat rooms; and  Cyberbullying awareness and response  3) Compliance with the E-rate requirements of the Children’s Internet Protection Act (CIPA)  All Students Must   Follow teacher rules and guidelines.   Obtain teacher permission and supervision in order to use computer equipment.   Obtain teacher permission to use collaboration and communication tools.   Maintain computer security.   Ensure that passwords are chosen wisely and kept secret.   Respect all equipment and software.   Respect and obey copyright laws.  Students May Not   Share passwords or access another user’s account.   Attempt to circumvent the SCCBOE filters.   Invade, violate, or compromise another user’s privacy.   Change or delete another user’s files.   Post anonymous messages or pose as someone else.   Play computer games that have not been approved for educational purposes.   Plagiarize materials.   Use computers for illegal or immoral activity.   Print excessively or unnecessarily.   Install, change, or delete software.   Tamper with hardware or software.   Deface, move, or steal equipment.   Spread computer viruses.   Access, produce, or distribute material that is considered damaging to another’s reputation,  abusive, obscene, sexually orientated, offensive, threatening, inflammatory, discriminatory,  harassing, or otherwise illegal or contrary to school policy.   Conduct or solicit business or privately advertise using the SCCBOE network | Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?  YES |
| Student Right to Privacy | At Moody Online High School we follow the rules for student privacy as  outline in the Family Educational Rights and Privacy Act (FERPA), which  can be found at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html  1. Parents or eligible students have the right to inspect and review the  student's education records maintained by the school.  2. Parents or eligible students have the right to request that a school  correct records, which they believe to be inaccurate or misleading.  3. Generally, schools must have written permission from the parent or  eligible student in order to release any information from a student's  education record.  4. Schools may disclose, without consent, "directory" information such  as a student's name, address, telephone number, date and place of  birth, honors and awards, and dates of attendance.    If you have questions about student privacy rights, please contact Coach Kelly or Ms. Kuyk | Did you include the conditions for sharing or not sharing student information?  YES |
| Technology Requirements | Students must have the following tools to participate effectively in class:  1. Internet connected computer (dial-up service is insufficient)  2. Web-cam  3. SchoolTube account  4. Still digital camera or your phone if capable  5. Basic peripheral devices such as keyboard and mouse.    If you have a technical problem that cannot be solved by yourself or your  learning coach, contact the school IT help line at 205-640-5127 | Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?  YES |
| Copyright Statement | This course is managed by Coach Kelly; however, the St. Clair County  School District owns all content with the exception of the Glencoe Textbook and  digital resources, which are owned by Glencoe. Course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials created by Coach Kelly, you may request details at Eamonn.kelly@sccboe.org. | Did you provide a copyright statement and disclaimer that identifies the owner of the course?  YES |
| Students with Disabilities | St. Clair County school district has an obligation under the Individuals  with Disabilities Education Act (IDEA ‘04) to identify, locate, and evaluate  all students with disabilities in the district who are in need of special  education and related services from ages 0 through 21 years, regardless  of the severity of their disability. Under the IDEA, Free Appropriate Public  Education (FAPE) is defined as an educational program that is  individualized to a specific child, designed to meet that child's unique  needs, provides access to the general curriculum, meets the grade-level  standards established by the state, and from which the child receives  educational benefit.    St. Clair County School District complies with Title II of the ADA ,which  prohibits discrimination against qualified individuals with disabilities in all  programs, activities and services provided by state and local  governments. For more information about St. Clair County School district  efforts to support and educate students with disabilities please visit  www.sccboe.org    Our school district is dedicated to providing each student with an equal  education in the least restrictive environment. To do this teachers work  with special education teachers and case workers to design an individual  education plan. Coach Kelly works with the learning coach to enact this  plan for each child. Please contact Coach Kelly if you have any  concerns regarding current or possible accommodations for your learner | Did you indicate your willingness to provide reasonable accommodations to a student with a disability?  YES |

\*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega (2014).*