Deer Valley Unified School District

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C207
U.S History 2023-2024
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Course Description:
This course is aligned with Arizona College and Career Ready Standards and/or national content standards and supports school-wide efforts to increase student achievement. Using inquiry in history, high school students explore a variety of peoples, events, and movements in United States history with a focus on inquiry into the evolution of American democratic principles, changes in society, economic and geographical development, and the emergence of the United States as a global power. A United States history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. Special attention should be paid to how Arizona and its diverse cultures and individuals contribute to United States history. It is expected that students in elementary and middle school will have analyzed events, documents, movements, and people in Arizona and United States history from the colonial period through contemporary U.S. History. It is recommended that this course maximize time in a manner to allow for depth of content and connection to current issues and events. The course should include but is not limited to content from the following historical eras:

- Revolution and a New Nation including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures,
- Nation Building and Sectionalism including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period
- Civil War and Reconstruction including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of Jim Crow and segregation
- Emergence of Modern America including but not limited to industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War I and its aftermath
- Great Depression and World War II including but not limited to social, political, and economic changes during the 1920's, the role of government, impact of the depression on diverse groups of Americans, the New Deal, and the cause and course of World War II, the character of the war at home, and the impacts of the war on the United States
- Postwar United States including the economic boom and social transformation of the United States, the Cold War, the impact of conflicts in Korea and Vietnam, domestic and international policies, and the struggle for civil rights and equality
- Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights
- For additional information on state standards, go to azed.gov

Course Objectives:
By the time the student completes this course of study, the student will know or be able to:

- *use chronological reasoning and understand processes of change and continuity over time*, *which means assessing similarities and differences between historical periods and between the past and present*
- think within the discipline, involving the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues
- gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions
- think within the discipline, involving the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

Classroom Rules:

1. ***Be respectful -*** Treat everyone with consideration in language and actions. Respect fellow students, teachers, substitutes, and guests. Only speak when nobody else is speaking. Keep your table/desk and the classroom neat and clean. Respect our time together and do your personal business on your personal time (this includes phone usage and bathroom). *Keep food and drinks outside the classroom. Water is okay*.
2. ***Be responsible -*** Arrive at class on time and with all necessary materials. Start work without prompting. Complete assignments on time, ask questions for clarity, and stay aware of deadlines. Do your homework. Eliminate electronic distractions without being told to do so.
3. ***Be involved -*** You are in charge of your own learning and engagement! Be an active participant so that your learning experience is meaningful and memorable. Be active in discussions; ask questions, answer questions. Stay on task. Take notes. Use class time efficiently.

Grading:

Coursework: 20%
Assessments: 80%
Grading Scale---**No extra credit**
A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = Below 60%

Summative Assessments: Students will be given a chance for remediation on ASSESSMENT CATEGORY ONLY. The assessment remediation may be in the same or different format to assess skills and standards. Any plagiarism and/or cheating during an exam will be handled according to the MRHS Handbook including parent contact and referral. To earn remediation opportunity, student must complete the following: Consult Teacher within 5 days of assessment score being posted, submit reassessment plan, and complete reassessment.

Absences and Late Work Policy:

After an absence, a student has one school day for each day missed to make up work/tests, regardless of the number of days absent. If many days were missed, please schedule an appointment with me to formulate a plan for the completion of make-up work. Make-up work for extended absences (over 3 days) may be requested through the Counseling Office and picked up there. Mountain Ridge students have within the current unit of study to turn in assigned work for full credit, as determined by the teacher, level, and department on campus. The length of the unit of study and due dates will be clearly communicated to students by the teacher. Long-term absences can be discussed with the teacher before the approaching deadline for a possible extension.

Classwork Policy: In-class assignments may be due by the end of the class period, you will receive time to complete in class. In order for late work to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in by the end of the instructional unit

AI Statement:

In Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, we may incorporate the use of Artificial Intelligence (AI) in the classroom for students. However, it is important to approach this technology with caution and adhere to responsible data privacy practices. DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is prohibited unless clearly specified by your teacher. Specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is an LLM or if it is permitted on a specific assignment, please contact your teacher before submitting your work.

Daily Device Use (iPads)

Students should come to school with their iPads charged and ready to use in each class every day. Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. See the Student Rights and Responsibilities consequence chart in the handbook for more specific descriptions of infractions and consequences.

Integrity and Character Counts:

Integrity can be defined as: "How you act when no one is looking" Any incidence of cheating will be handled in accordance with the MRHS Handbook on the Mountain Ridge app.

If a student exhibits questionable or inappropriate behavior at any time during class, these procedures will be followed:

- Offense 1: Discuss with student
- Offense 2: Discuss with student and inform parent
- Offense 3: Discuss with the parent AND student will be given a referral to administration depending on offense

***Students are expected to uphold the expectations of DVUSD regarding behavioral policies and expectations.**

- Devices may not be used to record or take photos of other people without their consent, including teachers and classmates. c

The use of phones is NOT permitted during class. Please inform Mrs. Conklin if there is an emergency situation before the beginning of class.

Supplies for this Course:

1. Your school issued iPad
2. Power cord and charging block

Recommended Supplies

3. A stylus for writing on your iPad (recommended)
4. Paper, pens, highlighters, and coloring utensils – (will be needed for various assignments)
5. Headphones, earbuds, air pods, etc. – students need to be able to listen to auditory information without disrupting the rest of the class

Academic Assistance/Office Hours:

In addition to the Academic Prep times built into our schedule each week, additional assistance/tutoring is provided on a weekly basis both by MRHS and individually by instructors. These office hours will be posted in the classroom or announced on Canvas.

Report Cards:

In an effort to conserve resources and utilize the capacity of our electronic grade reporting program (PowerSchool) district schools will no longer print hard copies of report cards unless requested by individual parents. To request a hard copy of your student's report card, please contact the front office at 623-376-3000. To receive your PowerSchool login, please stop into the office with a valid photo ID.

Power School Online Access:

Grades and attendance may be accessed 24 hours a day online with your PowerSchool access code. Access codes are available in the Counseling Office or Front Desk Monday-Friday from 7:00 AM– 3:30 PM. You may check student progress regularly on the PowerSchool site using the same login for one or more students. For Mountain Ridge parents/guardians without home computer access, a computer with guest log-in capability is available in the Counseling Conference Room.

Ways to Get in Communication

Signing up to be a shadow user for your student's Canvas course is a great resource to be able to view your student's progress/ grades/ feedback within our course. You can also view the schedule, due dates, and announcements posted within our course. If you do not already have access, you can request a log in through the front office. If you have additional questions or require support, please feel free to contact me via email at any time during the weekday. Emails sent during the weekend will be addressed that following Monday after class. I do NOT check emails after 3pm or during weekends.

US History Syllabus Acknowledgement & Agreement

Please sign and return by Friday August 4th, 2023
Syllabus is viewable on my staff website and Canvas Course Homepage:

Student Name PRINTED

_____

Period _____

I have read this syllabus and understand what is expected in [teacher] History class.

Signature: _____

Parents/guardians, please initial beside each of the statements, then sign and date below.

1. _____ I understand that I have access to current grades via Power Schools.
2. _____ I understand majority of communication will be done through email & have updated contact information in PowerSchool
3. _____ I understand that I can create a shadow account for my student to view their coursework on Canvas including assignments, grades, and feedback
4. _____ I understand the grading, absent, late work, and technology policies.
5. _____ I understand the best way to reach _____ is through email (_____)
6. _____ I understand the strikes policy (1= discussion with student, 2= email home, 3= office referral)

Parent Name(s) PRINTED

_____

SIGNATURE: _____

Preferred Parent Email & Phone Number (Please print)

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-Comments/ important information teacher needs to be aware of:

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