

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year) October 18, 2004	
<p>1. Course Title Christianity's Influence on America</p> <p>2. Transcript Title(s) / Abbreviation(s)</p> <p>3. Transcript Course Code(s) / Number(s)</p> <p>4. School Calvary Chapel Christian School of Murrieta</p> <p>5. District N/A</p> <p>6. City Murrieta</p> <p>7. School / District Web Site http://www.cccsmurrieta.com</p> <p>8. School Course List Contact Name: May Agnell Title/Position: Guidance Counselor Phone: (909)677-5667 Ext.: E-mail:</p>	<p>9. Subject Area</p> <p><input checked="" type="checkbox"/> History/Social Science</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Laboratory Science</p> <p><input type="checkbox"/> Language other than English</p> <p><input type="checkbox"/> Visual & Performing Arts</p> <p style="padding-left: 20px;"><input type="checkbox"/> Intro <input type="checkbox"/> Advanced</p> <p><input type="checkbox"/> College Prep Elective</p> <p>10. Grade Level(s) for which this course is designed</p> <p style="text-align: center;">9 10 11 12</p> <p>11. Seeking "Honors" Distinction?</p> <p style="text-align: center;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>12. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</p> <p><input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____</p> <p><input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____</p> <p><input type="checkbox"/> Alternative course title for course with identical content at this school Title of previously-approved identical course: _____</p> <p><input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course</p> <p><input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course</p> <p><input type="checkbox"/> Year-long VPA course replacing two approved successive semester-long courses in the same discipline</p> <p><input type="checkbox"/> Approved P.A.S.S. course</p> <p><input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____</p> <p><input type="checkbox"/> Other. Explain: _____</p>	

<p>14. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>15. Pre-Requisites</p> <p>U.S. History</p>
<p>16. Co-Requisites</p> <p>None</p>
<p>17. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>18. Brief Course Description</p> <p>Two centuries ago, Alexis de Tocqueville wrote, "there is no country in the whole world, in which the Christian religion retains a greater influence over the souls of men than in America." America is and has always been a deeply religious nation. Even today, a great majority of its inhabitants believe in God, and identify themselves to some degree as religious. This course will not only evaluate the direct relationship between organized Christianity and the ideas about government, society, and culture that came from it, but it will also investigate the movements and forces that developed in response to Christian beliefs. We will discover in depth the Judeo-Christian beliefs and traditions of America, and how they have impacted its social movements and ideological understanding of itself. Students will demonstrate their understanding, assimilation and utilization of the historical knowledge, opinions, conclusions and techniques gained through a range of directed, cooperative and inquiry approaches. The students will examine major turning points in the shaping of America from its religious influences, and will be able to critically evaluate those influences on society in general.</p>

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

Students learn to master:

- ❖ accessing and gathering information from multiple sources;
- ❖ analyzing and synthesizing information and making suppositions regarding viewpoints of historical figures and movements, as well as interaction of major Judeo-Christian traditions with American society, politics and culture;
- ❖ developing and implementing strategies in order to reach conclusions from the historical record;
- ❖ participation in group projects to apply cooperative strategies in the classroom;
- ❖ building effective communication skills by receiving and interpreting information through reading, listening, discussion and inquiry;
- ❖ developing critical thinking skills by studying the influence of Christianity on social phenomena over time, by connecting the past to the present, and by comparative studies of these various groups;
- ❖ understanding and explaining the social, verbal, and practical expression of the major Christian movements, denominations, and sects in America.

20. Course Objectives

Students will be able to demonstrate their understanding of the various movements, denominations, and sects and the influence of each by participating in classroom discussion and in organized classroom debates, as well as by researching, preparing, and presenting research

papers. Students will develop the ability to write essays that not only show a knowledge of historical facts, but also analyze the ideas behind those facts and understand the causal nexus between ideas and actions. This course will provide students with a broad but deep framework for understanding how Judeo-Christian beliefs have impacted and continue to impact our nation's history.

21. Course Outline

1. Founding of a Nation: Roots in the Reformation/Persecution in Europe/Puritanism/Migration to the New World/Religious Liberty
2. Colonial America: Holy Commonwealths of New England/Rhode Island Religious Diversity/Middle Atlantic Dutch, Quakers, and Puritans/American Anglicanism/German Reformed Churches/Presbyterianism/Southern Colonies/New England Awakening/Roman Catholicism/Indian Perspectives
3. Independence: The Beginning of War/Declaration of Independence/Influence of Clergy for and Against the War/Schisms between Tory and Patriot Congregations/The War for Independence and Britain's Defeat
4. Governing the New Nation: Articles of Confederation/Northwest Territory/Constitutional Convention/Ratification/Deistic and Christian Influences of Founding Fathers
5. Early Federalism: Bill of Rights/Political Parties/Religious Sects
6. Jeffersonian America: Jeffersonian Republicanism/Supreme Court/International Recognition/Louisiana Purchase and Missions/War of 1812/Monroe Doctrine
7. Jacksonian Era & Religion in Early America: Nationalism/Slavery's Divisiveness and Religious Justifications and Opposition/Missouri Compromise/Second Great Awakening/Unitarianism/Transcendentalism/Mormonism
9. Westward Inroads: Texas Independence/Mexican War/Mormon Migration and the Mormon War
10. Slavery and Secession: Humanitarian Call to Reform/State's Rights Debates/Underground Railroad/Dred Scott Decision
11. War Between the States: Theology of Civil War/Spotlights on Commanders/Influence of the Churches/Christianity and Race
12. Reconstruction: Freedmen's Bureaus/Hiram Revels/KKK/Rise of Black Churches/Southern White Churches
13. Gilded Age: "Robber Barons"/Immigration and Urbanization/Influx of non-WASP Groups/Darwinism/Urban Evangelism
14. Westward Expansion and Imperialism: Theological Underpinnings
15. Progressive Era: Teddy Roosevelt/Jim Crow Laws/Progressive Education, Dewey and Secular Humanism/Progressive Religion—Modernism and Social Gospel/Child Labor Laws/Americanism of Catholicism
16. Woodrow Wilson and the Great War: Idealism/Neutrality/Isolationism
17. Twenties: Red Scare/World Peace and the League of Nations/General Acceptance of Darwinism, Marxism, and Relativity/Fundamentalism and Anti-Evolutionists/Stock Market Crash
18. Great Depression: FDR and the New Deal/Dust Bowl
19. World War II and Postwar Revival: Use of Theology by Nazis/Challenging Fascism/Jewish Perspectives of War/ Renewed Faith
20. Postwar America and the Containment of Communism: McCarthyism/MLK and the beginning of the Civil Rights Movement/Billy Graham Crusades/World Council of Churches/Kennedy's Election and Catholicism/Missionary Movement/Neo-orthodoxy
21. Sixties: Great Society/Civil Rights Act/Assassinations/Anti-Establishment Protests/Liberation Theology/Immigration's Impact on Religion
22. Seventies: Watergate and Its Impact/Carter and the first "Born-Again" Presidency
23. Eighties: Reagan Revolution/ Rise of Religious Conservatism/Cold War Justifications
24. Nineties: Communism's Fall/Gulf War/Christian Coalition/Black Church and Liberal Politics/New Left/Religious Pluralism
25. New Millennium: Religious and Political Polarization/Christianity and Islam/American Jewish Right and Neo-conservatism/Post-modernism

22. Texts & Supplemental Instructional Materials

United States History for Christian Schools, BJU Press, (2001)

Pilgrims in Their Own Land: 500 Years of Religion in America, by Martin Marty (1985)

Various primary materials and topic specific handouts.

23. Key Assignments

Topic	Activity	Skill Set
Religious Persecution	I-research paper on religious persecution in Europe present from 1500-1700 and numbers of immigrants to U.S. from appropriate religious sect.	Research and technology. Structural features of research paper.
Religious Influences in the Colonies	Studies of the dominant and minority religious strains in the original colony of student's choice	Comprehension and analysis of grade-level appropriate materials.
Founding Fathers	Oral presentation of biographical study on a signer of the declaration of independence and his religious ideas.	Research and technology. Structural features of research paper. Organization and delivery of oral communication.
Slavery Justifications and Opposition	Group project explaining a religious sect's view of slavery and popular acceptance or rejection of those ideas	Comprehension and analysis of grade-level appropriate materials. Research and technology. Structural features of research paper. Understanding of group participation dynamics, value of contributions of members, and applying cooperative strategies.
Progressivism	Organized debates concerning the causal relationship of progressive social and ideological ideals and religious progressivism and the social gospel movement.	Research and technology. Structural features of debate. Organization and delivery of oral communication. Analytical reasoning and understanding of causal relationships.
World War II and American Christianity	Panel discussions of outcomes of the war's direct and indirect effects on religious segments of society represented by individual students.	Research and technology. Structural features of discussion panels. Organization and delivery of oral communication. Analytical reasoning and understanding of causal relationships.
Black Church and Civil Rights	Research paper on the influence of the Black Church on the Civil Rights movement, including the interaction of the Church with Islam, the Nation of Islam and other sects.	Research and technology. Structural features of research paper.
Current Political Figures	Oral presentation of biographical study on a current political figure, with particular emphasis on his or her attitude towards religion personally and analysis of speeches and quotations showing a connection or aversion to religious bodies or movements.	Research and technology. Structural features of research paper. Organization and delivery of oral communication.

24. Instructional Methods and/or Strategies

The required reading comes from two primary text books and numerous handouts featuring primary documents in American history and contemporary perspectives by participants in history. Lectures and discussion are the primary modes of instruction, but cooperative learning exercises will also be used along with map work, reading assignments, organized debates, research papers, and interactive lessons using internet sites.

25. Assessment Methods and/or Tools

Students will be assessed using quizzes, tests, oral presentations, research/analytical writing assignments, and participation in classroom discussion and debate.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

n/a

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

**Exhibit 4 Defendant Rejection of New Course
Submissions (Oct. 25, 2004)**

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

10/25/04 10:06 AM

University of California "a-g" Course List Update Summary for 2004-05

Calvary Chapel Christian Sch
ATP# 052104

Dear May Agnell,

I am writing to thank you for submitting your updated course list and new course outlines. High school course articulation is an extremely vital part of the University's admission process, and I appreciate your support in this endeavor.

We have completed a review of your submission. Revisions and approved new courses will appear on your updated course list, which can be downloaded at <https://pathways.ucop.edu/doorways/list>. If courses have not been approved or not approved as submitted, checklists have been enclosed detailing the reasons for non-approval and changes. If courses have been sent to faculty for review this will also be noted on a checklist. Please share the checklist(s) with appropriate teachers and counselors for their information. The checklist(s) can also be used as a guide for revising outlines of courses that were not approved, should you choose to re-submit these courses at a later date.

The following new courses that you have submitted for our review have been approved (as proposed) to satisfy UC subject requirements for freshman admission, and will appear on your school's course list.

Subject Area	Course Title
Visual & Performing Arts	Art 1
Visual & Performing Arts	Ceramics 1
Language Other than English	Chinese II
Visual & Performing Arts	Concert Choir

The following courses have not been approved for UC's freshmen subject requirements. See attached "Course Evaluation Checklist" for rationale.

Subject Area	Course Title
History / Social Science	Christianity and Morality in Americ
History / Social Science	Christianity's Influence on America

I encourage you to submit any revisions or additions to your course list at our online submission site at <https://pathways.ucop.edu/doorways/update>. Please E-mail us at hupdate@ucop.edu with any questions about accessing this online site. Please note that the update cycle for **2004-05 will close on November 1, 2004**. Updates that are not submitted by that time will not be accessible for the next cycle.

I want to thank you again for your continual support of the articulation process, and I look forward to future communications.

Sincerely,
Sue Wilbur Ph.D.
Director, Undergraduate Admissions

Enclosures

UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

Checklist for Course Review and Feedback HISTORY / SOCIAL SCIENCE

School/District Name: Calvary Chapel Christian Sch
Name of Course(s): Christianity's Influence on America

Date: 10/25/04 10:06 AM

- Course approved, but for College prep elective rather than for the History / Social Science requirement (see Section A below)
- Course approved, but not for UC Honors status (see Section B below)
- Not approved:
 - Lacking necessary course information (see Section C below)
 - Insufficient academic / theoretical content
 - Focus too narrow / too specialized
 - Attempt to address too many topics / lack of depth
 - Too much focus on career-related skills (application), rather than academics (theory)
 - Too much focus on technology tools, rather than content knowledge
 - Lack of pre-requisites
 - Other: See comments below.

Comments:

In establishing and implementing the a-g subject area requirements, UC faculty's main interest is that students entering the University are well prepared to be successful at UC. The content of the course submitted for approval is not consistent with the empirical historical knowledge generally accepted in the collegiate community. As such, students who take these courses may not be well prepared for success if/when they enter history-social science courses/programs at UC.

A. Fails to Meet Subject Specific Requirements

Component	Not Adequate	Comments
Substantial reading / writing		
Depth and breadth		
Other		

B. Fails to Meet Honors Criteria

Coursework is not comparable to AP, IB, or collegiate level courses.	
The course is not designed for the appropriate grade level (11th/12th grades).	
The school does not offer a non-honors equivalent.	
This course exceeds the maximum number of honors courses allowed in the subject area.	
This course does not have a comprehensive written final exam.	
This course does not have appropriate pre-requisites.	
Other:	

C. Lacking Necessary Course Information

Component	Not Adequate	Component	Not Adequate
Length of course (semester or year)		Student assignments	
General description of course		Texts and/or instructional materials	
Course objectives		Instructional & Assessment methods	

Course outline or list of topics		Other:	
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Thank you for your attention in these matters.
Nina Costales, Articulation Specialist
(510) 987-9570



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df (10 KB)

-----Original Message-----

From: hsupdate@ucop.edu [mailto:hsupdate@ucop.edu]
Sent: Monday, October 25, 2004 10:06 AM
To: May Agnell
Subject: a-g Online Update Review Complete

UC has completed the review of your school's 2004-05 a-g course list update. Please visit Doorways public course list website to download your list. If there are additional updates that you would like to submit (i.e. revisions of courses that were not approved, other changes, etc.), we ask that you submit all of your revisions at the same time as an additional submission for the 2004-05 academic year.

Thank you for utilizing the on-line process for updating your course list. If you have any suggestions for improvement, please forward them to hsupdate@ucop.edu.