

Community Partnerships Academy Syllabus for
United States History

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Course Description

In this course we will focus on connecting ideas and events from the past to current social issues in the United States. During the first semester, we will question the impact of Westward expansion in the 19th century, imperialism, and the “American Dream”. In the second semester we will build upon our understanding of different communities' experiences of industrialization by examining resistance movements and the U.S. role in major conflicts. We will use oral histories, primary source documents, literature, art, and other texts to explore America in the 20th century from multiple perspectives. We will use history, anthropology, sociology, and political science to examine essential questions, especially through projects that are integrated with your English and art courses.

Skill Objectives and Outcomes

This year long course will challenge you to build upon your critical thinking, reading, and writing skills. Through integrated projects, you will develop skills in social science research, communication, and analysis of perspectives and evidence presented in a diverse range of texts. You will be able to develop original interpretations of the past and make connections to the present.

Materials Needed

- ✓ Composition notebook used only for social studies notes and homework (college-ruled).
- ✓ One section of a 3-ring binder for social studies handouts and class work.
- ✓ Jump drive to save computer documents (1 to use for all courses)
- ✓ Pens and pencils
- ✓ Textbook: *A People's History of the United States* by Howard Zinn (provided by CPA)

****Note on textbooks:** Students will use newspaper and internet articles, short stories, poetry and other artwork, films, and excerpts from fiction and non-fiction books. Students are responsible for keeping reading materials that are handed out in class.

Grades and Assessments

Your final grade for each semester will be calculated based on –

30 % Projects and Papers	15 % Homework
20 % Participation (see details below)	15 % Tests and quizzes
20 % Class Assignments	

- ★ **Improving Your Grade:** students can **RESUBMIT 1 homework or class assignment from each week** (must be resubmitted within 7 days of when the student received the graded assignment back from me). Students may not resubmit a test, quiz, major project or paper.
- ★ **Late Work Policy:** Major assignments will be downgraded 10% for each day of lateness. Regular assignments will only be accepted one day late; major assignments will not be accepted after three days without an excused absence. Students must find out about missed work and arrange extensions for excused absences immediately upon return.
- ★ **Knowing Your Grade:** Students will receive regular feedback about their overall grades at least once a month so that they know how to improve. Keep all graded work for the semester.

Expectations and Participation Grade

Students will receive daily participation grades based on 3 expectations that students be:

1. On time to class.
 2. Prepared to learn – have all necessary materials, put away gum/food/drinks (except water), do not use cell phones or other electronic devices (turn off, put away).
 3. Respectful and engaged – participate in class activities, use constructive and positive comments/tones, ask questions, be an active listener, if you need to leave class remember to ask for a pass.
- ❖ *If a student is not meeting these expectations, the response depending upon severity or frequency will be:*
- Step 1 – Loss of participation points
 - Step 2 – Student/teacher conference
 - Step 3 – Send student to another teacher for the period and call home
 - Step 4 – Referral to OCI
 - Step 5 - Suspension

Students: Please bring this syllabus home to your family, read, sign, and return it for credit by Friday, 8/29. Keep it in your binder for quick reference.

Dear Parents / Guardians:

I am glad to be teaching this year's junior social studies course. I am open to hearing your ideas and feedback so that as a team we can make this year the most successful possible for your student. My goal is to support your student through creating a safe and challenging learning environment – I will seek parent and student input in order to continuously become a more effective teacher. Please **review and sign the course syllabus** with your student to assure that we are all on the same page about class expectations. Include any questions, comments, and contact information that you would like me to read.

Homework assignments will be available to view on the BHS CPA website. I will also contact you periodically throughout the year to check in about your student's progress. My contact information is listed at the top of the course syllabus. I look forward to working with you this year.

Thank you,
Jessie Dryden

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Student Name:

Guardian(s) Name:

Student Signature:

Guardian(s) Signature:

Best method and time to contact guardian:

Questions/Comments for me to consider: