**Sophomore US History Syllabus**

**2015-16**

Instructor: Philip Rafferty, D-15

Contact: **prafferty@pps.net**

Electronic Submissions: **Google Classroom or prafferty@pps.net**

Jefferson High School/ 5210 N. Kerby, Portland, Oregon 97217/ 503-916-5180

**Course Objective**

This is a people centered US history course. The skills and knowledge you will practice here will be reading, reflection, and writing based as they relate to US History. We will use a process called inquiry to help us dive into the material. You will write two major polished pieces per quarter. You must have these piece completed to get credit.

Our study of history engages with the social issues of the past in order to develop strong tool for citizenship now. Our work will enable us to better ask questions and form opinions regarding social justice as related to history and current events.

**Unit of Study (Including, but not limited to):**

|  |  |
| --- | --- |
| **Quarter 1**  **Native American History, Manifest Destiny**  **Narrative**: “History Letter,” “Time you stood up and fought back”  **Timed Writing**: Persuasive Essay: Andrew Jackson Critique  **Essay:** Expository “Native Resistance” Breaching the Celilo Dam/Coal Terminal | **Quarter 2**  **Immigration, Reconstruction, The Great Migration, Tulsa, Labor and The New Deal**  **Narrative:** How did your family get to Oregon?  **Timed Writing:** Letter to Tulsa on Reparations Committee  **Essay:** “People’s Essay” Labor Rant/ Demand |
| **Quarter 3**  **Civil Rights, SNCC, Vietnam War, Power of the People**  **Narrative:** Historical Fiction  **Timed Writing:** Who was the New Deal For?  **Essay:**  Student Driven Movement Essay | **Quarter 4**  **The American Prison Industrial Complex, Change Makers**  **Narrative:** Write about a time you were wrongfully punished  **Timed Writing:** Prison Unit Analysis Essay  **Essay:** Topical Prison Essay  Changemakers and Innovators |

**Major Assignments**

We will complete two major multi-draft writing pieces per quarter. The writing will be creative as well as analytical. You will receive ample time to complete these during class, and the revision process will be something discussed and supported throughout the year.

**Grading Policy**

The grading scale for this class is based on the proficiency model.

**EVERYTHING IS WORTH 4 POINTS.**  Daily **formative** classroom assignments will make up 30% of your grade and **summative** papers will make up 70%. You have to come to class to get the credit you need. Missing assignments will affect your grade. You must make up work to get the credit.

**The grading scale is:**

|  |  |
| --- | --- |
| 4= Exceeds Standard | 4-3.5= A |
| 3= Meets Standard | 3.4-3= B |
| 2= Approaching Standard | 2.9-2.0= C |
| 1= Lack Evidence of Understanding Standard | \*Minimum Passing Grade is 2.5 |

**Differentiated Classroom Practice:**

We will use the following to make our class time engaging for everyone:

|  |  |  |
| --- | --- | --- |
| Flexible Grouping / Group Work  Student Centered Curriculum  Tiered Assignments  Pre-instruction Assessment | Independent group Projects/Research  Open-ended Tasks  Questioning Techniques  Students as teachers/producers  Criteria Sheets | Learning Centers/Stations  Role Play/ Tea Party Activities  Protocoled Classroom Discussion  Narrative Writing  Student Self Assessment/Rubrics |

**Guiding Principles For This Class**

***The School Norms + 3 Guiding Principles for the Space***

**#1: Come to class:** On-time and on-task.

**#2: Do your work:** Participation, engagement in the space, bring your best and leave the rest.

**#3: Be cool:** Respect the space, yourself in the space, and the others in our learning community. We must build this together in a way that supports and lifts each other up. In other words, **be cool!**

**Attendance and Lateness**

You are expected to arrive to class on time and ready to participate **every day**. In the event you are late, quietly enter the classroom, and locate the agenda for the day’s class. If the door is closed students will wait outside until there is a break in the class when they may enter. Students are to begin working upon entering the class. Excessive lateness will be documented and begin a collaborative disciplinary process.

**Absence**

When you are absent you must find out what you missed and make it up. This does not mean announcing during class that you need the missing work. Please see me at the last 5 minutes of class to get what you need. If you know you will be absent, let me know ahead of time, and we will get you the work.

**Electronic Devices**

Cellphone and electronic devices are permitted in the space for **educational use only.** We will incorporate your beloved device into the learning process. Using devices for non-academic reason, **charging phones,** playing games are all **not permitted. Learning how to use a cellphone appropriately is an essential skill in our world. Practice that skill here.**

**Bathroom and Hall Passes**

If you must use the bathroom or travel through the halls you need a pass. It can not be during the first 10 minutes or last 10 minutes of class and not during a time when someone else is speaking.

Please keep your bathroom time to under 5 minutes. There is only one hall pass, so be considerate of your classmates.

**Late Work**

You are expected to complete work in a timely manner, in line with the exit criteria, and to turn that work in. Submitting work when it is due is the best way to get back timely feedback. However, if you need more time or more support on a piece please communicate with me either in person or via email.

**Assignments must be completed by quarter’s end in order to receive credit.**

**Library and Computer Labs**

You will have time in class to type, revise, edit, and print written assignments. That said, the expectations when using computers and the library are:

You are **only** permitted to use google docs, your email, or a word processing program (unless given permission prior to the lab time.)

Personal electronics are off and away.

Talking and voices are kept to a whisper.

Adhere to and follow through on all classroom norms.

**Homework**

Any work done at home will be a continuation of work begun in class. You will have the tools that you need in order to be successful with any work done at home. You are responsible for completing all assignments that are given to you in class.

**Communication**

Students and parents may contact me at anytime by emailing me at prafferty@pps.netor by calling **503-916-5180. If calling or emailing please be as clear and detailed as possible. I check my email more frequently than my voicemail.**

**Diversity Statement**

“Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.” *Portland Public Schools Board of Education Policy 1.80.020-P*

**Academic Organization and Learning Portfolios**

All classwork will be turned in and kept in class. You will have a notebook for each class that stays in the room. Classwork, that is not on a handout, is to be done in your notebook.

Digital portfolios will also be set up on Google and we will use them. You will not be required to keep multiple of all of your digital drafts, but are expected to keep a digital and hard copy of **your first and last draft** in a folder in physical folder.

**Submitting Electronic Work**

All electronic papers are to be submitted through google classroom. We will take time to set up and learn this system in the 1st semester.

Approved 9/13/2016

Name\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Read and Discuss the *Sophomore US History Syllabus* with your parents or guardians. Keep the *syllabus* for your records but complete and return the signature sheet.

**I have read and understood the syllabus:**

**Student Parent/Guardian**

**Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Contact Information:**

**Parent/ Guardian**

**Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best time to be reached:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian: Please provide me with any information about you child that will help me best work with you student, such as “my student should sit in the front of the room because they have trouble seeing” etc.**

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