

# Social Justice Pathway Cohort 10

## US History

### Course Guide 2024-2025

## I. Course Overview

In this class, you will delve deep into the rich tapestry of United States history, not through a chronological lens, but through the thematic exploration of various questions whose answers have influenced the country's history. We will explore various perspectives in attempting to formulate our own answers to these questions and their social justice implications. Our exploration will be guided by a social justice lens, emphasizing the importance of understanding and acknowledging the struggles and triumphs of various communities. Rather than a linear progression, our focus will be on understanding the core issues in American history and how they have influenced and been influenced by communities, events, and ideologies. Through this approach, we aim to foster an inclusive, empathetic, and comprehensive understanding of American history, highlighting the importance of diversity and the role of various groups in shaping the nation's trajectory.

### Content Learning Objectives (also units of study)

0. Why and how study history?
1. Democracy: "What is American democracy and what should it be?"
2. Diversity and Discrimination: "What does equality mean?"
3. States' Rights and Federal Power: "How should power be distributed among federal, state, and local governments?"
4. Government, Business, and Workers: "What role should government and business play in promoting citizens' wellbeing?"
5. Foreign Policy: "Under what circumstances should the U.S. intervene in world events?"
6. Civil Liberties and Public Safety: "Under what conditions, if any, should citizens' freedom be restricted?"
7. We the People: "What do we mean when we say we?"

### Skill Learning Objectives

1. Presentation of Ideas: I can share a clear and distinct perspective where others can follow my line of reasoning, I address alternative or opposing perspectives, and my style of delivery is appropriate to my purpose and audience.
2. Making Claims: I can place what I think into a larger context of other perspectives with thorough and well-supported reasoning.
3. Working with Evidence: I can clarify, verify, or challenge various ideas and conclusions by determining which best fits with the textual, visual, and/or verbal evidence.
4. Analyzing Sources: I can integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources and additional information that may be required.
5. Exploring Different Perspectives: I can evaluate different authors/speakers' points of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

6. Establishing Significance: I can articulate the relevant implications or significance of a topic by integrating and evaluating multiple sources of information in a way that yields informed decisions, solutions to problems, or important insights.
7. Working with Others: I can work with peers to promote civil, democratic discussions and decision-making by pursuing shared goals and fulfilling different roles, and adapting my own contributions to the needs of the group.
8. Research: I can conduct short as well as sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry, synthesize multiple sources on the subject, demonstrating my understanding of the subject I'm investigating.

## II. Procedures & Expectations

- Respect for yourself and our classroom community by using thoughtful academic language in verbal and written responses
- Practice intellectual safety
- When in class, be open-minded and ready to learn
- Attempt every assignment, even when it is difficult
- Seek help when you need it!

### Absences & Tardies

You are responsible for all of the coursework, even when absent. It is your responsibility to talk with me to determine how/when to make up work or to receive missed instruction. All past documents are kept on the "Unit \_\_ Lessons & Links" document in each unit folder on Schoology.

## III. Grade Overview and Guidelines

Grades are based on the level of understanding and mastery of both content and skill standards.

### Grading Scale:

Grades are reported at the end of each grading cycle (e.g., progress notes, quarter, semester) following a grade conference with each student.

NC	D	C	B	A
< 60%	60-69%	70-79%	80-89%	90-100%

**Gradeless Assessment:** This year, we will pilot gradeless assessment. Gradeless assessment refers to the practice of assigning grades only at the end of a grading cycle (e.g., progress note, quarter, semester) following a teacher-student conference near the end of the progress period. Students will be asked to set goals, attend and engage in class, complete assignments, build on peer- and teacher-feedback, and reflect on their progress. When it is time to post grades, students will complete a reflection that accounts for their progress so far, and then meet individually with the teacher to review that reflection. This process will help the student and the teacher to decide on an appropriate grade for that grading cycle.

**Sample Grading Cycle:** Below you will find an example of what the gradebook will look like for one grading cycle.

<u>Assignment</u>	<u>Grade</u>
Homework # 1	Completed
Document Analysis # 1	Applying
Homework # 2	Not Completed
Discussion # 1	Identifying
Quiz # 1	Striving
Progress 1 Reflection	Completed (see link:_____)
Progress 1 Grade	CR or NC (after student-teacher conference)

Some assignments will be marked on completion, and others will be assessed for progress on content or skills learning objectives using the following rubric:

<b>STRIVING:</b> "I'm trying to use the skill/ concept but I'm not really getting it."	<b>IDENTIFYING:</b> "I'm using the skill/ concept but I'm using it incorrectly or incompletely."	<b>APPLYING:</b> "I'm using the skill/ concept correctly and completely."	<b>FINE-TUNING:</b> "I'm using the skill/ concept correctly and completely in a complex or nuanced way."
---	---	--	---

**Assessments:** We will use a variety of assessments to document and evaluate student progress on our learning objectives. These include assigned readings and questions, quizzes, written assignments, reflections, and projects.

Major projects will include:

- Reintroduction Project
- Paly History Museum Project
- Community Oral History Project

## Final Grade Determination:

<b>Final Grade</b>	<b>Descriptive Grading Criteria</b>
<b>A</b>	<ul style="list-style-type: none"><li>★ Demonstrates an ability to <b>fine-tune</b> foundational skills in class assignments.</li><li>★ Exhibits novel, insightful, and/or creative ways to show learning.</li><li>★ Shows frequent evidence of growth.</li><li>★ Missing few or no assignments.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>★ Demonstrates an ability to <b>apply</b> foundational skills in class assignments.</li><li>★ Shows some evidence of growth.</li><li>★ Missing some assignments.</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>★ Demonstrates an ability to <b>identify</b> basic knowledge in class assignments.</li><li>★ Shows little evidence of growth.</li><li>★ Missing many assignments.</li></ul>
<b>D</b>	<ul style="list-style-type: none"><li>★ <b>Striving</b> for basic knowledge.</li><li>★ No evidence of growth.</li><li>★ Missing most assignments.</li></ul>
<b>No Mark (NM)</b>	<ul style="list-style-type: none"><li>★ No assignments submitted in one or more skill-based categories.</li></ul>

### Common Statement of Student Adherence to all Board Policies

All students are expected to know and adhere to all PAUSD School Board policies including, but not limited to: tardiness & attendance, student discipline & behavior, homework, academic honesty, and citizenship & respect.

# III. Resources

## Required Materials

1. Pen or pencil
2. Dedicated Contemporary World History Notebook
3. A daily calendar or planner to keep track of assignments
4. School Issued Chromebook

## Schoology

All assignments, grades and course content can be found on **Schoology**

## Support/Contact

Austin Davis [audavis@pausd.org](mailto:audavis@pausd.org)

Gmail preferred form of communication, make sure to CC both teachers for periods 5 and 6.

Where to find Davis:

Lower Level of Building 800 - History/Social Science Department Office or 811