****

**School Year/Semester: 2018/2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | African American Studies | **Course Code** | 45.03200 |
| **School Name** | Tucker High School | **Teacher Name** | P. Cooper |
| **School Phone Number** | (678) 874-3702 | **Teacher Email** | Pervis\_S\_Cooper@dekalbschoolsga.org |
| **School Website** | http://www.tuckerhs.dekalb.k12.ga.us | **Teacher Website** | www.historyupdate.weebly.com |

**Course Description: The African American Studies course is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural comprehension of the African continent, the course will provide a descriptive and corrective overview of the achievements and significance of African Americans to the history of the United States and abroad and to dispel myths.**

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

|  |
| --- |
| **CURRICULUM OVERVIEW** |
| Unit 1 – Africa and the World Unit 7 – The Era of Reconstruction |
| Unit 2 – Origins of Slavery Unit 8 – Betrayal and Reaction |
| Unit 3 – The Development of Slavery in North America Unit 9 – African Americans and the U.S. in Upheaval |
| Unit 4 – African Americans in the Revolutionary Era Unit 10 – The Search for Liberation |
| Unit 5 – African Americans in Antebellum America Unit 11 – African Americans Today: Current Trends and  Challenges for the Future |
| Unit 6 – The Civil War |

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

|  |  |
| --- | --- |
| **Title** | *African American History* (Holt McDougal) |
| **ISBN** | 10:0-03-096954-9 |
| **Replacement Cost** | Current Value |
| **Online book and/or resources** | TBA |
| **Online student access code (school specific)** | TBA |

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

|  |  |
| --- | --- |
| **GRADING CATEGORIES** | **\*GRADE PROTOCOL** |
| **Pre-Assessments Prior to Learning (***Formative Assessments***) - 0%****Assessments During Learning – 25%****Guided, Independent, or Group Practice – 45%****Summative Assessments or Assessments of Learning– 30%** | **A** 90 – 100 ~**P** (pass)**B** 80 – 89 ~**F** (fail) **C** 71 – 79 **D** 70 **F** Below 70 |

**Notes:**

**\***English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

|  |
| --- |
| **DISTRICT EXPECTATIONS FOR SUCCESS** |
| **STUDENT PROGRESS** | Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester.  The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.** |
| **ACADEMIC INTEGRITY** | Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.** |
| **HOMEWORK** | Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is always an extension of the teaching/learning experience.  It should be considered the possession of the student and should be collected, evaluated, and returned to the students. **See Board Policy IHB.** |
| **MAKE-UP WORK** **DUE TO ABSENCES** | When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.** |
| **SCHOOL EXPECTATIONS FOR SUCCESS** |
| **CLASSROOM EXPECTATIONS** | (Please refer to the Tucker HS Student Handbook and the County Disciplinary Handbook, for a detailed explanation of the policies.)1. Respect teachers and classmates
2. Be on time to class and remain on task while class is in progress
3. Bring all materials to class daily
4. No eating, drinking, or grooming in the classroom
5. Keep classroom clean
6. Cell phones and all other electronic devices must be in the “Off position” while in class

**Failure to comply will result in**:1st offense- verbal warning2nd offense- parent will be contacted 3rd offense-referral will be written and parent conference will be requested |
| **MATERIALS AND SUPPLIES** | * 3 Ring binder
* Pens, highlighters, and colored pencils

 - Paper |
| **EXTRA HELP** | * Tuesday & Thursday: 3:30 p.m. till 4:00 p.m.

 - Please give me a heads up (in class or via email) if you plan on attending. This will help me prepare for the needs of the individual student. |
| **PARENTS AS PARTNERS** | Providing a beneficial learning experience requires cooperation and open lines of communication between all parties: students, teachers, and parents. Students, always feel free to discuss any difficulties that you may be having in this class with me at any time. Also, let me know if you need additional help so that we can arrange a time before or after school. Parents, if at any time you have questions or concerns about your child or this course, please contact me at Tucker High School. Please check my website as often as you can to keep up with your child’s work. Also, Infinite Campus will allow you to monitor their progress. I encourage you to create an account and use these resources often. |

# PLEASE COMPLETE THE INFORMATION REQUESTED BELOW, SIGN, DATE, AND RETURN THE FORM TO THE INSTRUCTOR.

I have read the syllabus.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional information to support continued contact:

|  |  |
| --- | --- |
| **Information** | **Parent/Guardian** |
| **Day Time Phone Number** |  |
| **Cellular Phone Number** |  |
| **Home Phone Number** |  |
| **Email Address** |  |