



Course Syllabus

Franklin High School

2020-2021

DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator **as a pdf** ("File-download-PDF document") **by 9/28/20**. Syllabi will be posted on the FHS website under your name for the public to view.

Course Overview

NOTE: For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: African American History

Instructor Name: Rhonda Gray

Contact Info: rgray@pps.net

Grade Level(s): 11-12

Credit Type: (i.e. "science", "elective") social studies

of credits per semester: 1

Prerequisites (if applicable): **None**

General Course Description: **Students will learn/ develop and practice social studies and critical thinking skills while learning about the history of black people in the United States.**

Prioritized National/State Standards:

HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

OREGON COMMON CORE STATE STANDARDS FOR LITERACY in History/Social Studies

– GRADES 11/12

Reading Standards for Literacy in History/Social Studies

11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Course Details

Learning Expectations



Materials/Texts

History Alive! textbook

Digital History (online)

Course Content and Schedule:

- Race & Racism in America
- Black Inventors & The Industrial Revolution
- The Civil Rights Movement
- African American Music
- Oregon African American History

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Access: American History and other supplemental texts and videos to engage the ELL and SpEd students.

Primary source documents and high order thinking challenges for the TAG students throughout the course.

Flexible grouping

Depth and complexity extensions

Role Plays

Questioning strategies

Peer critiques

Think-pair-share

Varied graphic organizers to support learning

Making connections

Research extensions

Varied writing prompts

Skill based mini-lessons

Safety issues and requirements (if applicable):

Classroom norms and expectations:

Stay engaged

Come to our virtual classroom prepared - pen and paper, assignment, open-mind

Use chat for topic/lecture specific questions and comments (unless otherwise instructed)

Don't be a jerk

Don't judge people based on their opinion

Respect others (opinions, ideas, etc.)

Submit all assignments in a timely manner

Be patient with Ms. Gray regarding technology

Evidence of Course Completion

Assessment of Progress and Achievement:

By the end of the course the student should be able to:

Research any given or chosen topic independently

Analyze and summarize primary and secondary sources documents
Connect past events to current events
Present research findings in written and verbal formats
Demonstrate understanding of social studies skills - cause & effect, making comparisons, supporting your position (persuasive argument)

Progress Reports/Report Cards (what a grade means):
Grades are derived from students' evidence of learning. Daily work, essays, projects, formative and summative assessments.

I use a total points system without categories.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Career Related Learning Experience (CRLEs) and Essential Skills:
N/A

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

I will communicate via Canvas, Google Classroom, email, Remind app, Synergy messaging, and Google Meet live class sessions.

Personal Statement and other needed info