Bertie Early College High School

African-American Studies Syllabus



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**Text**: Prentice Hall *African-American History* by Darlene Hine, William Hine, and Harrold, Copyright 2006.

**Course Description**: Through this course, students discover how African-Americans have always been an integral part of the American experience. Students will view African-American experiences, culture and aspirations through the broader context of United States history.

**Materials**: Students should come to class prepared to engage in the lesson and complete their work. The following materials should be brought to class everyday: computer, student folder (folder or binder to keep class documents), loose-leaf paper, notebook, and pen/pencil.

**Make-up Work:** It is VERY IMPORTANT that students attend class! Your teacher is happy to help you, but it’s your responsibility to get any notes and assignments that you might have missed in your absence. All missed assignments are due 3 days after you return to class.

**Late Work:** Work that is turned in a day late will be given an automatic 30% deduction. (Ex: A 100% grade would become a 70%.) Work that is turned in more than a day late is a zero. Key Idea = Turn your work in on time.

**Heading Papers:** All papers should be headed in the following manner on the top right corner.

First and Last Name (Ex: Joe Schmo)

Course and Block (Ex: Af-Am Studies 2nd Block)

Date (Ex: 4.14.2014)

Assignment Name (Ex: Ch. 8 Questions)

**Class Guidelines:**

* Come to class on time and ready to learn.
* Always be respectful of your teacher and classmates.
* Electronic devices should be used primarily for class related work. If items, such as cell phones, head phones, ipods, etc. become a distraction, they will be placed in the distraction box for the remainder of the class period.
* Students should follow the stoplight system for use of lab tops.
	+ Red: Computer screen should be closed all the way down and powered down.
	+ Yellow: Computer screen should be closed most of the way down and computer should not be in use yet.
	+ Green: Computer screen is open and students are using lab tops for classwork.
* Be honest with your work. Don’t plagiarize or cheat.
* Listen up when Mr. Gay or another classmate is speaking to the class.
* Be encouraging and kind.
* Raise your hand and ask questions when you need help. Feel free to talk to your teacher when you have concerns. Mr. Gay will always try to work with you.
* Enjoy learning. Feel free to share thoughtful responses and have fun in class.

**Consequences for Behavior Problems:**

1. Verbal Warning
2. Conference with Teacher
3. Contact with Parent
4. Referral to Office

**Grading Scale:**

A = 100 - 93

% for total grade

Classwork = 20%

Homework = 20%

Projects = 20%

Quizzes and Tests = 40%

B = 92 - 85

C = 84 – 77

D = 76 – 70

F = 69 – 0

INC = Incomplete

African-American Studies Course Schedule

|  |  |  |
| --- | --- | --- |
| Unit | Concepts | NCSCoS Goals |
| 1 | Pre-1526 – 1763: From West Africa to the Early Americas (Ch. 1-3) | 1.01 – 1.04 |
| 2 | 1763 – 1861: African-Americans in the New Nation (Ch. 4-7) | 2.01 – 2.05 |
| 3 | 1800 – 1861: Resistance to Slavery Divides the Nation (Ch 8 – 10) | 3.01 – 3.04; 4.01 – 4.04 |
| 4 | 1861 – 1877: African-Americans During the Civil War and Reconstruction Era (Ch. 11 – 13) | 3.01 – 3.04; 4.01 – 4.04 |
| 4 | 1875 – 1928: Life in Post-Slavery America (Ch.14 – 17) | 5.01 – 5.06; 6.01 – 6.05 |
| 5 | 1929 – 1949: The Great Depression and WW 2 (Ch. 18-20) | 7.01 – 7.06 |
| 6 | 1954 – Present: Civil Rights and the Movement Towards Equality (Ch. 21-24) | 8.01 – 8.06; 9.01 – 9.06 |

NC Essential Standards for African-American Studies

AAS.H.1

Apply historical thinking in order to understand the African American life in the United States over time.

AAS.H.2

Understand the significance of historical personalities, groups, institutions, and events in shaping African American life over time.

AAS.G.1

Analyze the role of geography in the lives of African Americans over time.

AAS.G.2

Apply geographic tools to understand African American groups and societies over time.

AAS.E.1

Understand the ways in which African Americans addressed opportunities, challenges, and strategies concerning economic well-being over time.

AAS.C&G.1

Understand the African American quest for full citizenship over time.

AAS.C.1

Analyze the lives of African Americans to understand the impact of shared and differing experiences and identities.

IT Essential Standards

HS.SI.1: Evaluate resources needed to solve a given problem.

HS.TT.1: Use technology and other resources for assigned tasks.

HS.RP.1: Design project-based products that address global problems.

HS.SE.1: Analyze issues and practices of responsible behavior when using resources.

Common Core Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.