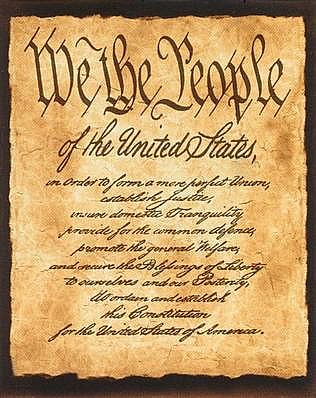
**2016-2017 Public Safety Academy Syllabi Classroom Expectations and Procedures**



**Miss. Lopez**/Room 209

**Email**: [wherrera-lopez@psusd.us](mailto:wherrera-lopez@psusd.us)

**Website**: http://msherrera-lopez.weebly.com/

**Office Hours**: By appointment

Welcome to United States ~~History~~ Ourstory class at Desert Hot Springs High School. This class is designed to help you understand critique and think critically about the world around you. The information in this document will serve as a reference guide. It will help you be successful in United States ~~History~~ Our story class at DHS.

COURSE DESCRIPTION

United States ~~History~~ Our story is a course that will ask you to explore the critical question: **How can we hold America accountable to its promise?** In order to explore and answer to this question we will read, collaborate, and research significant events throughout United States ~~History~~ Our story. Moreover, this course attempts to teach you how to become active change agents, through studying, evaluating, analyzing and critiquing history. The course also handles History as a discipline versus History as a subject. Meaning, students will view history as a construction of information and not merely as fact-based, dates and things to memorize and regurgitate to the teacher. This course focuses on transferable skills and habits of mind. That is, we will learn to read critically, think critically, and determine the significance of what we learn. We will also develop skills that will focus on teaching you various ways to ask and answer questions, ways to determine author bias, ways to identify bias, and ways to connect concepts. You will become independent thinkers. Lastly, you will collaborate in teams and learn from one another. I am a teacher, but I am not the “holder of knowledge”. I expect that you have knowledge, and that your peers have knowledge, and that we can construct knowledge together. We spend a lot of time collaborating in teams and as a community of learners.

EXPECTATIONS

1. Be Respectful: Listen to the teacher directions first time given and respect people’s voices, property and space at all times
2. Be Prepared: Be sure to bring all required materials to class each session.
3. Be Productive students: Your #1 responsibility and priority is to get the assigned work completed.

**\*Severe: No fighting, threats, or verbal abuse, drugs/alcohol/weapons** It is unacceptable and unsafe to physically fight, threaten, or verbally abuse anyone.

CONSEQUENCES

1. Student receives verbal warning
2. Parent notification and synergy notes
3. Detention: Reflection assignment
4. Student will be sent to In School Supervision (ISS) with referral

**\*Severe: Separation from classroom and step 4**

\*Profanity or disrespectful behavior is NEVER TOLERATED in Ms. Lopez’s class and such action will result in immediate disciplinary action. If at any time I observe you not living up to these expectations I will take the time to speak with you. If you continue to break the agreements I will arrange a conversation with you, me and your parent or guardian.

If any school rules are broken in this classroom I will refer the student to the Discipline Office

MATERIALS NEEDED FOR CLASS: Limited supplies are available in the classroom. However, students are responsible for bringing all appropriate materials to class each day. This includes:

1. **Interactive Student Notebook (I.S.N.)**: Students must use an 8.5 x 11” college-ruled spiral notebook, which you must bring to class every class period. This notebook must be organized according to the notebook guidelines handout, and should be kept up-to-date with all notes, handouts, and assignments. This notebook may not be used for any other class, and will be collected for a grade at the end of each theme for a grade but will be checked frequently.
2. **Stapler/Glue/Scissors**: These tools will be available in class, but I highly recommend you have your own, as it will help you maintain your notebook at your own pace.
3. **Paper**: you may not rip paper out of your notebook; as a result you must have loose-leaf paper available.
4. **Highlighters**: Pink, Yellow, Blue, and Orange (one of each)
5. **Colored Pencils:** These will be used weekly as we complete the theme in your I.S.N.

ASSESSMENTS/TURNING IN ASSIGNMENTS

1. **Homework/processing assignments** will not be assigned every night but occasionally if work is not completed in the allotted class time.
2. **Current Events** will be assigned weekly. Please use the specific template and follow the directions to its entirety. All current events are due Fridays.
3. **Quizzes:** you will take quizzes periodically to assess your knowledge of basic government content
4. **Assessments:** you are responsible for completing major assignments for each theme that prove your understanding. **Most times,** you will be required to collaborate with classmates for theme projects. These projects are important and you will receive an individual grade as well as a group grade for these assessments.
5. **I will not accept** incomplete assignments

TURNING IN ASSIGNMENTS AND/OR DOCUMENTS

* The following is required on all PSA Documents/Forms in the *upper right hand corner* in this order:

1. Last, First Name
2. Period
3. Date *(month / day / year)*
4. Title of Assignment or Document *(if not already listed).*

MAKE UP-POLICY

* Students that do not pass assessments can re-take an alternative version for the opportunity to earn a passing grade up to 70% within two weeks of ending the theme.

DEADLINES/LATE WORK POLICY

* + I will accept late work as long as we are on the same theme of study: however, any late work submitted past the deadline will receive half credit.

ABSENT STUDENTS AND MAKE-UP PROCEDURES

* If you are absent it is your responsibility to get any missing handouts and to complete any assignments that you missed.
* Visit the **Student Resource Corner** for detailed information about the day that you missed class
* **Talk to a peer** who was in class the day you were absent
* Visit our **class website**

BATHROOM POLICY

* Students will only be granted bathroom passes in case of emergency.

GRADING POLICY

* Students must display mastery of the subject matter to successfully complete this class. Students will have four categories of assignments:

1. Assessments- exams, projects, essays 70%

2. Classwork/Organization- Interactive Student Notebook (ISN) 15%

3. Participation- classroom discussions, ticket out the door 10%

4. Current Events- 5%

PSUSD grading scale is as follows

100% - 93% = A 82% - 80% = B- 69% - 67% = D+

92% - 90% = A- 79% - 77% = C+ 66% - 63% = D

89% - 87% = B+ 76% - 73% = C 62% - 60% = D-

86% - 83% = B 72% - 70% = C- 59% - below = F

EXTRA CREDIT

No extra credit will be given if you have missing assignments.

ACADEMIC INTEGRITY (PLAGIARISM, CHEATING)

If a student is caught plagiarizing, an individual conference with the student will be required, notes submitted on synergy and given a 0 for the assignment. No make-up.

MANNERS (PROFESSIONAL BEHAVIOR)

* + 1. Refer to the mission for PSA (Core Values-5Cs)
    2. Students use the language that embodies “Industry Professionalism”-meaning students need to refer to adults “Sir” and “Ma’am”
    3. Students will be expected to wear the PSA uniform shirt weekly throughout the ENTIRE school day.

CLASSROOM LIBRARY

* Fill out the library check-out form each time you take a library book off of the shelf to read.
* Return the book one month after it has been checked out, unless you’re given permission to return it later.
* Return the book in the condition you found it (do not write or highlight in it)--otherwise, you will be responsible for replacing it.
* You will be responsible to pay for any lost or unreturned books.

OTHER POLICIES

* **Food and drinks:** No eating, drinking or chewing gum. Water is allowed.
* **Electronics**: Unless you have teacher approval, personal electronics must remain SILENT and OUT OF SIGHT during instructional time. The teacher will confiscate the device if you do not follow the rule.
* **Tardy**: If you have an excused tardy: Take your seat, look around to see what we’re doing, ask your neighbor quietly if you still need help catching up, and if you’re still lost, quietly raise your hand and I will come over and assist you.

PARENT/GUARDIAN COMMUNICATION

I welcome and encourage communication with families, parents and guardians. Please feel free to call me if you have questions about this class, or if there is anything you feel I should know concerning your child. Please call the school and leave a message for me at (760) 288-7000 ext. 1409. You can also send me an e-mail: wherrera-lopez@psusd.us

THEMES:

This course is arranged around six themes in American history. Each theme will address one “essential question” and will culminate in a project or activity in which the students will answer the essential question.

|  |  |
| --- | --- |
| Theme 1: Democratic Movements  Areas of Focus   1. Foundations of the Nation   EQ: How have the political philosophies of the Founders influenced our government? | Theme 2: Immigration  Areas of Focus  1. Eastern & Southern European  2. Latin American  3. Southeast Asian  EQ: How has immigration shaped America? |
| Theme 3: Culture  Areas of Focus  1. Roaring 1920s  2. Great Depression  3. Life on the Home Front (1940s)  4. 1950s  5. 1960s Counterculture  6. Contemporary Culture  EQ:  How do social, economic, and political issues interact to form culture? | Theme 4: Conflict/War  Areas of Focus  1. Foreign Policy  2. Spanish American War  3. World War I  4. World War II  5. Cold War  6. Middle East Conflict  EQ: How did the U.S. attempt to contain Communism in Cuba, Germany, and Korea (DBQ) |
| Theme 5: Reform  Areas of Focus  1. Effects of the Civil War & Reconstruction  2. Gilded Age/Progressive Era  3. Great Depression/New Deal  4. Civil Rights  5. Liberation Movements  6. Environmentalism  EQ: What and who determines when reform is necessary? | Theme 6: Technology/Industry  Areas of Focus  1. Industrialism  2. Technological Revolution  3. Digital Revolution  EQ: How have technology and industry impacted U.S. culture, economy, and government? |

**Miss Lopez Syllabi Signature Page**

**GUARDIANS AND STUDENTS**

**Please sign to indicate that you have read the 2016-2017 class Expectations and Procedures Syllabi for United States History at Desert Hot Springs High School.**

**PARENTS/GUARDIAN**

**I understand the guidelines of Miss Lopez’s and I will assist my student in any way to ensure that they are meeting the daily expectations. If I have any concerns, I will contact Miss Lopez.**

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**Print Name Here Signature/Date**

**STUDENT**

**I understand the guidelines of Miss Lopez and promise to follow them every day.**

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**Student Print Name Here Signature/Date**

**MOVIE CLAUSE**

In an effort to implement various teaching strategies, engage students at all levels, and to appeal to their multiple intelligences, I often use educational films. Multiple Intelligences refers to the different ways that students learn. 1. Visual 2.Auditory 3. Hands on (Kinesthetic) 4. A combination of all 4. Some films will be rated R, some will be PG, however, keep in mind that they are educational and I will use them to assist student learning. The films will relate to classroom subject matter.

PARENT/GUARDIAN

**I give Miss Lopez Permission to show my student various films, both rated R and PG. I understand that the films are educational, and will benefit my students learning.**

**Parent/Guardian Print name Signature/Date**

COMMENTS: