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**2017-2018**  
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**All web-based materials are on Google Classroom**  
**(code to join is p1nkc1b)**

**4371 • Education in America**  
**Rm. 239**

## **Education in America (US History Elective Course)**

### **Welcome to Education in America!**

I am honored to have you in this course – and excited that you are interested in finding out what has gone into your experience of education for the past twelve to thirteen years. I have been a teacher and administrator at LHS for fifteen years. Before that I studied and worked at a university in Cambridge, MA for 17 years. Added together, I've spent 32 years of my adult life in higher education and K-12 public education! I must like it... I have worked through material in most of the social sciences, but most of my work has been in history. My specialization is in the history of texts. Right now I am in a doctoral program on – you guessed it – education at UML. So we are both students of education at the same time.

### **Course Description/What will be covered:**

In the United States of America, education is required for almost all students up to age 18. It is the single most important common experience of all Americans' childhood. Most people, however, do not have a full understanding of how education in America evolved into the system we have today or what it means to be a teacher in today's rapidly changing environment.

This course will introduce students to the historical foundations of U.S. education, including the major movements that shaped American education. It will explore what it means to be a public education teacher. The course will include required readings, projects, research, presentations, and, as a capstone of the course, the opportunity to explore the role of teaching by planning and implementing a lesson in an LHS classroom.

*Education in America* is especially recommended for any student who is interested in education as a future career.

Successful completion of this class fulfills the graduation requirement in US History for 2.5 credits of the 10 that are required.

### **Core Ideas/Essential Questions in this course:**

- What does it mean when we talk about “education”?
- What is the purpose and role of education in America?
- What have been the main influencers/shapers (people, groups and social movements) of the American educational system?
- How have the goals and outcomes of education shifted over time? Who has benefitted from these shifts?
- What purposes, interests, and structures from the past have become embedded within the complex form of American education today?
- Where do we see the American history of in the structure and classrooms of LHS?
- What does the future of American education look like?

### **Themes that will evolve throughout the course:**

- The role of gender, race, and socioeconomic status in education
- The evolving nature of school organization, curriculum, content, and teaching.
- Issues of education inequity.

- The role of government, business, and private interests in education.
- The role of families and communities in the American classroom.
- Contemporary politics around education at the state and Federal level.

### **Major Procedures and Expectations of student:**

- To be successful in this class, you must:
  - Come to class on time;
  - Be prepared: homework should be completed [when assigned], you should have the notebook I will give you;
  - Work with partners on most tasks and be ready to take part in classroom discussions and activities; and,
  - Give respect and expect respect: respect each other as a class working together AND respect the importance of the material and questions that we will go through together.
- Material will be uploaded to our Google Classroom. Check it frequently.
- If you are absent for more than a day, be sure to check Google Classroom and e-mail me, so that you don't fall behind.
- Please check the school student guide for overall conduct expectations.
  - One important note: we all will use our phones for different tasks. When we have our phones out, please be respectful of the task and out classroom and refrain from texting or using social media.

### **Topical progression for MP 1/3 and MP 2/4:**

- Sept/October: The Framers and Founders and Common Education
  - Common Schooling Movement
- October/November: Progressive Education
- November/December: Educational Integration; the Achievement Gap; Equity
- January: "Waiting for Superman" and the current state of Education in America

**Assignments and Assessments:** You will have a variety of assignments and assessments, some of which may be new to you, but all will come out of distinct educational trends (historical or contemporary) that we will be studying. These include, but are not limited to, the following:

- Weekly writing prompts (due on Fridays). These mostly will be centered on expanding on the topics of the week, but may also call for more expansive responses to the material.
- Current event response and reflection papers. There will be at least two of these each quarter. These will ask you to look at a current event and research and discuss the historical roots of that event.
  - Papers will be 500 to 750 words, typed, with at least three research references that have helped you to understand the current event.
- **Q1/3 Summative Assessment**
  - The quarterly summative assessment for the first marking period will consist of a research paper of 1,000 to 1,500 words with bibliography and citations. You will choose a topic from what we have studied.
- **Q2/4 Summative Assessment** This will consist of a capstone in which you will teach at least one-half period to the rest of the class about:
  - Your Educational Philosophy. You will produce a minimum 750 word Statement of your educational philosophy as it has developed in the course –
    - What is your definition of education?
    - What is the teaching and learning model that you think is most effective?
    - What should be the goals and expectations of the student-teacher relationship?
    - What teaching methods do you think are most effective?
    - How best should evaluation, assessment, and accountability be conducted in public education?

- What do you think should be the roles of city, state, federal government in how education is conducted *inside* of schools.
- The main influencers in your thought
  - You will produce an annotated bibliography of at least five readings from the major influences of your thought.

**MA DESE Social Studies Standards Framework (2003):**

- USI.30 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)
- USII.22 Analyze the causes and consequences of important domestic Cold War trends. (H, E)
  - the increase in education levels
- USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)
  - *Events*
    - *Brown v. Board of Education* (1954)
    - the 1957-1958 Little Rock School Crisis
- USII.31 Analyze the important domestic policies and events of the Clinton presidency.
  - tax credits for higher education
- Readings and concepts from the Frameworks Addenda

**Focus Areas in Common Core Reading Standards:**

- SOC 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.
- SOC 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.
- SOC RH 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- SOC RH 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Focus Areas in Common Core Writing Standards (all standards mentioned include appropriate subsets):**

- SOC WHST 1. Write arguments focused on *discipline-specific content*.
- SOC WHST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- SOC WHST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SOC WHST 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- SOC 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.
- SOC WHST 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Text(s):**

- We will not have a single textbook for the course. Readings will be provided in print and digital form. All digital media will be made available on the Google Classroom stream and Drive folder.

### Academic Dishonesty/Plagiarism and Cheating

- The willful giving or receiving of an unauthorized text, unfair, dishonest, or unscrupulous advantage in academic work over other students using fraud, duress, deception, theft, trickery, talking, signs, gestures, text messaging, copying, or any other methodology will not be tolerated. Any student participating in any of the above behaviors will be referred to their housemaster. Subsequent consequences in terms of grades and remedial work will be at the discretion of the teacher within the guidelines of the student/teacher handbook and school grading policy.
- **Plagiarism** is the submission or presentation of another person’s work, language, thoughts, ideas, or expressions as your own original work. This includes all information downloaded from the internet. Any student who submits plagiarized work will be referred to their housemaster. Subsequent consequences in terms of grades and remedial work will be at the discretion of the teacher within the guidelines of the student/teacher handbook. It is important to remember to correctly cite another person’s work using the MLA or APA format.

### **Homework: [Include this and give rationale only if you assign homework].**

- Most homework will either be a review and/or completion of work begun in class, or will be longer range work that you will have in advance (for example, weekly writing exercises).

### Grading Policy:

## Quarterly Grading Guide – SOC US History Electives

| <u>Category</u>  | <u>Category Weight</u> | <u>Minimum # of items in the category by the end of the Marking Period</u> | <u>Examples (other assignments are possible by course group decision)</u>   |
|--|------------------------|--|---|
| Formative Class Work   | 35%                    | 8  | <ul style="list-style-type: none"> <li>• Do-Now/exit slips</li> <li>• Discussions</li> <li>• Small group work</li> <li>• Journal/written responses in class</li> </ul>  |
| Formative Homework   | 15%                    | 6  | <ul style="list-style-type: none"> <li>• ListenWise (2x quarter)</li> <li>• Journal/written responses as homework</li> <li>• Worksheet and text response questions</li> <li>• Take-home quizzes</li> <li>• Scaffolded work from CEPAs*</li> <li>• Socratic seminar questions</li> </ul>   |
| Formative Assessments (“Quizzes”)  | 20%                    | 5  | <ul style="list-style-type: none"> <li>• Content checks</li> <li>• Vocabulary checks</li> <li>• Scaffolded work from CEPAs*</li> <li>• Socratic Seminars*</li> <li>• All other non-summative assessments</li> </ul>   |
| Summative Assessments<br>~Unit assessments, projects, papers<br><br>~Final/Common Assessment<br><br><i>Second-chance learning for Summative Assignments will be made available per school/teacher guidelines</i> | 15%<br><br><br>15%     | 2  | <b>All unit-end CEPAs and Common Assessments:</b> <ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• Formal writing</li> <li>• Projects (independent or small-group)</li> <li>• Presentations</li> <li>• Debates</li> <li>• Socratic Seminars*</li> <li>• Research Paper</li> <li>• Ppt or video with narration.</li> </ul> |

**Late work:** Work should be handed in by the dates given. If you know that you will have problems meeting a deadline, contact me *before* the deadline. The point of our work is mastery of content and skills. Meeting deadlines is an important skill. However, life happens. Chronic tardiness will result in a reduction of your grade, commensurate with complicating factors. We will discuss the situation together before I reduce a grade for lateness.

**Writing Assignments:** In this class MLA Style is used for academic writing style. Written work is expected to conform to this style as indicated by the teacher. For help on style conventions, please refer to the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/>

**Extra-Help:** Need help? E-mail me and we'll set up a time. I am available before and after school and during advisory. You also can contact me through Google Classroom, using the classroom Stream for queries.

**Final Note:**

The rules and regulations outlined in the *Lowell High School Handbook* are taken very seriously in this classroom. In particular, the following should be noted:

- Your ID badge must be visible at all times: please do not enter the room without it. Do not take it off once the class has begun.
- Hats, Headbands, bandannas are not allowed in class and must not be visible.
- Cell phones and other electronic devices should be out of sight and turned off, unless I indicate otherwise.
- You may not leave my class without a pass from me. I will not let you leave class without your ID badge clearly visible.

I am looking forward to working with you this school year. It is my hope that you will learn a lot from the work that we do. I also hope to learn a great deal from you. I welcome communications from parents/guardians as well as feedback from students.

- RD

Please sign and return this entire page by September 30, 2017

*Dear Parents/Guardians and Students,*

*WELCOME BACK! I am delighted to be your child's Education in America teacher during this important academic year. I will work hard to provide students with opportunities to improve their reading, writing and critical thinking skills.*

*I have reviewed the course information and expectations with the students. However, knowing the benefits of strong home-school communication, I would appreciate your acknowledgement that you have also read and reviewed this packet of information with your child.*

*I look forward to working with your child and meeting you at the upcoming Parent's night in November. If you have any questions or concerns, please contact me at any time. My email is*

*Respectfully Yours,*

*I have read and reviewed the class rules, course goals and requirements with my child and I understand the expectations in History class this year.*

Parent/Guardian's Name (please print) \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_

Parent/Guardian email (please include this if you want me to contact you by e-mail):

\_\_\_\_\_