SOC.4371 **Education in America**

2020-2021 S2 Syllabus & Classroom Procedures

Robert DeLossa • *Zoomlandia* • Per. 3

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| **Contact information for me** | **Contact information for the class** |
| *e-mail:* rdelossa@lowell.k12.ma.us*office:* 978-446-7335 | *Google Classroom code:* **zq742d7***Dept. website:* [lhs-social-studies.weebly.com](file:///D%3A%5Crdelo%5CDropbox%5C_aa_LHS%5C02_LHS-My-Teaching%5CLHSAY20%5Clhs-social-studies.weebly.com) |

**Course Description:** In the United States of America, education is required for all students, usually 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. *Education in America* 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. It also will tackle issues of educational equity and social justice through the lens of history and educational theory. The course will include required readings, projects, research, and presentations. The capstone of the course will consist either of the opportunity to explore the role of teaching by planning and implementing a lesson in an LHS classroom***or***the opportunity to share your vision of education by preparing materials as a candidate for a school principalship. *This course fulfills part of the graduation requirement in U.S. history.*

**Course Objectives:** At the end of this course, I will be able to…

* …use information about the history and present-day reality of American education to analyze and critique the educational institutions that I have experienced as a student and those that I read about in the press and scholarly work.
* …employ advanced critical thinking to analyze the structure of complex institutions and phenomena. I will be able to show this through formal, extended writing, and in debate and dialogue with classmates.
* …confidently describe to a peer, parent, or community leader what it means to be an effective teacher in a contemporary American public school.
* … apply the lessons of contemporary and historical political debates over education — from the U.S. Revolution onward — and why those debates continue to impact modern public schools.
* ...name and use the major figures and ideas that are important in our public education history to analyze and think creatively about the problems we now face.
* …name and apply major concepts of social justice that are important to public education, including educational equity, access, and resource availability. I also will be able to confidently apply relevant law, from the Federal to the local level to my analyses.

**Text(s):** These are listed in each unit section. There is no basic textbook in this course.

**Content covered includes (but is not limited to) the following from the 2018 MA Frameworks:**

* US History I, Topic 2 Supporting Question “*How was the balance of Federal and state authority tested in the early Republic?”*
* US History I, Topic 7, point 38. Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, ***John Dewey,*** Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).
* US History I, Topic 4, question 23.C: “Horace Mann’s campaign for free compulsory public education, increased literacy rates…”
* US History II, Topic 4, points 33-35:
	+ 33. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.
		- a. The 1954 Supreme Court decision in *Brown v. Board of Education*
	+ 34. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) […]collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as […] educational attainment among African American, Hispanic American, Asian American and white populations.
	+ 35. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including:
		- a. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts
		- b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities

For Common Core Reading and Writing Strands, please see Appendix 1.

Thematic Topics and major assessments by unit:

**Intro**. The Contemporary Landscape and Popular Perceptions of Public Education. (Week 1)

* Texts: Video (television) commercials; newspaper articles; radio commentary.
* Summative assessment: Making Learning Visible exercise

**Unit 1.** The Contemporary Landscape of Public Education. The Post-Revolutionary War Debates on how education should be provided to the public. (Weeks 1-2)

* Texts: Jeynes, *American Educational History;* individual readings
* Summative Assessment: Café Conversation

**Unit 2.** What Makes a Good Teacher and a Good School? Horace Mann and the Common School Movement. (Week 3)

* Texts: Jeynes, *AEH;* individual materials, including articles and charts from RBT
* Summative assessment: Closed book traditional assessment based on Mann’s 6 Principles. Open notes exercise on analyzing the charter/voucher debate using Horace Mann as an analytical lens.

**Unit 3.** Paradigms, Institutional Vision, and John Dewey's Progressivism. (Week 4)

* Texts: Individual readings; Dewey’s pedagogical “creed”; video; handouts.
* Summative assessment: You will create your own pedagogical “creed,” with analysis toward showing how it works paradigmatically.

**Unit 4.** Discipline, Motivation, and Learning. From the Puritans to Maria Montessori, with a pinch of Piaget and Vygotsky. (Week 5)

* Texts: Montessori school parent outreach brochure and video; chapter 2 from Dupper’s *A New Model of School Discipline;* individual readings; LHS student/parent handbook.
* Summative assessment: You will analyze three disciplinary rules active at LHS from the point of view of the material covered.

**Unit 5.** What does “smart” mean? Stanford-Binet, Howard Gardner, and theories of Intelligence. (Week 6)

* Texts: Individual texts on Gardner’s multiple intelligences, including an FAQ from “Project Zero”; edited material from the Stanford Encyclopedia of Philosophy.
* Summative assessment: You will construct a classroom exercise that relates to at least three intelligences at the same time for something that is difficult for a fourth to seventh grader to do. (We will learn how to dance in order to learn fractions, first!)

**Unit 6.** Race, Religion, Orientation, Income. The pursuit of equity of opportunity in public education in our history, including how Massachusetts makes schools accountable for it. (Weeks 7-8)

* Texts: Supreme court cases; handouts; video; MA DESE website.
* Summative assessment: Two-part: 1) you will write a letter to the Superintendent supporting or asking for the end of a Halloween costume parade at your child’s elementary school; 2) you will analyze the issue of poverty and education from a legal point of view and answer, “Is it as fair as it can be knowing popular opinion in our society?”

**Unit 7.** The history of public education in Lowell. (Week 8)

* Texts: Miscellaneous texts from the archives of the LHS Social Studies Dept. and Lowell Historical Association.
* Summative assessment: This will be a short unit with the construction of an interpretive timeline as the final product.

**Unit 8.** Capstone. (Weeks 9-10)

* “Soooo, you wanna run a school, do you?” Education licensure and regulation. What would you need to become a school principal in MA? *or*
* “Soooo, you wanna teach a class do you?” Education licensure and regulation. What would you need to become a public education teacher in MA?
* Texts: MA DESE website; all previous materials.
* Capstone assignment: Write a letter of application and a statement of your core educational beliefs as if you were applying to be a principal at a high school *or* to be a teacher at the high school level.

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**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 our classroom and refrain from texting or using social media.

**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 expanse 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.
* **First Major Summative Assessment**
	+ In the first quarter, there will be a summative assessment consisting 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 so far.
* **Second Major Summative Assessment**
	+ This will consist of a capstone in which you will prepare an application for a position of educational instruction or administration. This will include a statement of Educational Philosophy, Instructional Practice Philosophy, and Materials Uses Philosophy. This statement should address:
		- 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.

**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:**

* 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).

**Quarterly Grading Guide – SOC US History Electives**

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| **Category** | **Category Weight** | **Minimum # of items in the category by the end of the Marking Period** | **Examples (other assignments are possible by course group decision)** |
| Formative Class Work | 35% | 8 | * Do-Now/exit slips
* Discussions
* Small group work
* Journal/written responses in class
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| Formative Homework | 15% | 6 | * ListenWise (2x quarter)
* Journal/written responses as homework
* Worksheet and text response questions
* Take-home quizzes
* Scaffolded work from CEPAs\*
* Socratic seminar questions
 |
| Formative Assessments  | 20% | 5 | * Content checks
* Vocabulary checks
* Scaffolded work from CEPAs\*
* Socratic Seminars\*
* All other non-summative assessments
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| Summative Assessments~Unit assessments, projects, papers~Final/Common Assessment*Second-chance learning for Summative Assignments will be made available per school/teacher guidelines* | 15%15% | 2 | **All unit-end CEPAs and Common Assessments**:* Common Assessments
* Formal writing
* Projects (independent or small-group)
* Presentations
* Debates
* Socratic Seminars\*
* Research Paper
* PPt or video with narration.
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**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.

**Appendix 1**

**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.

**Please sign and return this entire page by January 27, 2020.**

*Dear Parents and Guardians,*

*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 rdelossa@lowell.k12.ma.us.*

*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):

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