Guilford County Schools North Carolina

Southwest Guilford High School

4634 Barrow Road, High Point, NC 27265

Department of Social Studies

***Honors* African American Studies**

Course Syllabus

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Instructor Information

 Instructor Mrs. Evonda Haith

 Education B.A., Political Science

 M.S., History, Secondary Education

 Licensure/Certification 6-12 Social Studies, NC Depart of Public Instruction

 Tutorial by Appointment

 Location Room C-235

 Phone Number 336-819-2970 ext. 1645

 Email haithe@gcsnc.com

 Planning Second Block, 9:55-11:25; call at this time

1. **Course** **Objective/Description**: This course is designed to enlighten and cultivate a learning environment of purpose, reflectivity, and critical thought. Students will engage in critical discourse pertaining to culture, identity, economics, geography, environmental literacy, civics and government, and collectivism. This semester students will study African history and culture to better understand how it has shaped the African American identity and the current status.

The North Carolina Essential Standards for African American Studies guides the pedagogical framework and can be accessed www.ncpublicschools.org/curriculum/socialstudies/scos/.

1. **Primary** **Text(s)**:

Hine, D., Hine W., Harrold, S. (2006). African-American History. Pearson Prentice Hall.

 Upper Saddle River, New Jersey.

Gant-Britton, Lisbeth. (1997). African American History. Holt, Rinehart and Winston:

 Orlando.

**Extended Digital Learning/Resources**:

* *The HistoryMakers* Digital Archives
	+ [www.thehistorymakers.org](http://www.thehistorymakers.org)
	+ Username: BTS2019; Password: 092719
* “306” African American History, Everfi Vault
	+ [www.everfi.com](http://www.everfi.com)
	+ Class: 2020 Spring; Registration Code: 983dc711
1. **Class Time and Location**: 3rd Block, Rm. C-235
2. **Course** **Goals**:
3. Apply critical thought in order to understand the African American experience in the United States.
4. Understand the significance of historical personalities, groups, institutions, and events in shaping the African American experience.
5. Analyze the role of geography in the lives of African Americans.
6. Apply geographic tools to understand African American groups and societies.
7. Understand the ways in which African Americans addressed opportunities, challenges, and strategies surrounding economic disparities
8. Understanding the African American quest for humanness
9. Analyze the lives of African Americans to understand the impact of shared and differing experiences and identities.
10. **Grading** **Outline**:

 Honors

Tests/Projects 50%

Quizzes 30%

Classwork 15%

Class Participation 5%

**Note: Assessments or Projects are given at the end of every unit, current events assignments, vocabulary, classwork, and reflections are due weekly.**

* Please adhere to all deadlines.
* Make-up work policy: After 3 days, a grade of “zero” will be recorded. If absent the day before a test, you are expected to take the test as scheduled, unless new material was covered. All make-up assessments are taken after school preferably. Work missed as a result of skipping, will result in a zero, including tests and quizzes.
* Reflections are due every Friday at the end of class and will be graded content, grammar, and discussion points that are developed critically. A rubric is provided.
* Current Events are due every Monday and will be shared at the end of class. This counts towards class participation. A rubric is provided.
* Vocabulary and identifying key people – due for each unit of study.
* Work that is not authentic—meaning work that is plagiarized; copied directly from the text without a proper citation; coping another student’s work; or resubmitting graded work is not allowed. Submitting assignments that are authentic will receive a zero.
1. **Student** **Conduct and Citizenship**:
2. Class attendance and class participation is expected.
3. Tardiness will be handled according to the School Handbook.
4. Student Dress Code will be followed, including headgear and electronic devices.
5. Be respectful during class discussion.
6. Do not complete work for other classes during class time
7. Bring ALL materials to class.

Discipline: re-direction, warning, “time-out”, guardian contacted, removed from class, office referral. *(Please note, the action or actions taken is contingent on the severity of the infraction.)*

1. **Summary of Activities and Assignments:**
* **Current Events and Reflections (weekly)**
* **Primary Source Document Analysis**
* **Speaker’s Series: NCAT Gibbs Conference**
* **Discussions, Presentations, Speeches, Debates and Projects**
* **Field Trips – TBA Contingent on Approval**
* **The HistoryMakers (THM)**
* **Black History Month Program/Project**
* **Everfi Computer Modules**

I have read and understand ALL of the information contained in the syllabus or parent letter, and I agree with it. By signing below, I agree to monitor my child’s learning in this class. I agree with the consequences for violating the rules. .

Class Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s printed name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s printed name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s daytime phone number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

home#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Would you be available during the school day and/or on the weekend to chaperone a field trip? (please check)

 yes

 no

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(Please check one)

I **do** or **do not** give permission for my child’s, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

 *(Please print the student’s/child’s name)*

to be photographed or video-taped. I understand that my child’s picture or image may be used for educational purposes which includes and is not limited to bulletin boards, websites and webpages, publications on the local, state and national levels. I am the legal guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 *(please print the student’s/child’s name)*

Parent’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_

Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_