

TRCS 2015 – 2016 Seventh Grade U.S. History Syllabus, Grading Policy and Welcome Letter
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Course Description:

This course will study the history of the Americas chronologically from 1500 – 1877. Students will be encouraged to use their own life experiences and their surroundings in NYC as a tool of exploration of understanding themes in U.S. history. This class seeks to incorporate individual and group work as well as written, verbal, and artistic forms of expression as a means of synthesizing subject information.

Some key topics/themes we will cover this year:

- Native American and European in the Americas
- Enslavement/Colonial Times
- The Revolutionary War
- Constitution/Bill of Rights
- Manifest Destiny
- Current Events

Grading Policy

1. Homework (25%)

Daily homework assignments

These assignments will be checked at the beginning of class. Homework is graded using the criteria of how fully you engaged the assignment, how legible/neat your work is, and if your responses are in full sentences (grammatically correct), and effort. Late homework is not accepted. If you are absent it is your responsibility to show me the homework from the day(s) you were absent. You are also responsible to make up any homework you missed and hand it in the following day.

2. Class work (25%)

*Preparation and contribution to class work- will be evaluated using numerous criteria. You need to have all supplies (books/handouts/pens) necessary in order to fully participate in the day's work. You will also be evaluated by how fully you participate and contribute to both whole class and small group discussions.

*Social Studies Notes and Assignments – Your work will consistently be checked to make sure that you have included all the information we have covered during our class sessions. This includes prompts/assignments, class notes, and handouts. Specifically I will be looking for organization, how fully you completed the assignments, and attempts to keep your work legible and neat.

3. Projects (25%)

While you are given some time in class to work on projects you will be expected to spend time outside of class working on the assignments. Some projects will be individual and others will involve working with a partner or a group. It is your responsibility to make sure that you and your group members arrange to meet outside of class. With advance notice, I will be available to supervise groups who would like to come in prior to or work after school.

4. Exams and Writing Assignments (25%)

Over the course of each of the four marking periods you will have writing and or/multiple choice assessments. These exams or writing assignments will be taken after studying completing a particular unit. These exams/writing assignments may include any of the following: multiple choice, short answers, or extended response document based questions. You will be informed prior to the exam/writing assignment what type of information you will be expected to produce. These longer writing pieces are in addition to the writing happening in class on a regular basis.

September 2015

Dear Seventh Grade Parents,

We are delighted to have the opportunity to work with your children this year (Emily 701 and 702) and Pierre (701). Our intent and purpose in working together is to create a positive learning environment that meets your children where they are at while challenging them to continue to grow as lifelong learners. We hope to create a safe, fun, and rigorous classroom where students see thinking, speaking, reflecting, and writing as the norm.

On the other side of this paper you will find what your children will learn and how they will be assessed in each of the different areas of the class. Additionally, we would like for you to know we will be using primary source documents (photographs, speeches, laws, etc.) and secondary source documents (text book: *History Alive: America's Past Through Industrialization* and other resources). Additionally, TRCS has a long standing partnership with the New York Historical Society and an educator will be visiting throughout the year bring artifacts and other resources to help deepen students understanding of large themes in US History.

We will also dedicate part of our time this year to various current events issues. Some of these topics will be generated by the instructors and some by the students. We think it is important for students to examine critically events happening today and noticing themes and patterns in our world.

Finally, we plan on taking one to two field trips this year. We hope to utilize our NYC community as a resource to help us understand our themes and topics of study. If you are available to support these trips, we would greatly appreciate it.

We look forward to getting to know each and every one of your children and building a strong school family partnership with you. You are the your child's greatest advocate and resource and we look forward to working with you to have a year full of growth.

Please do contact us throughout the year at the email addresses listed on the other side of this paper or through PupilPath.

Sincerely,
Emily Oliapuram and Pierre Dizon
7th Grade Social Studies Teachers

I have read & understand the classroom grading policy for 7th Grade Social Studies 2015-16 listed on back of this page

Student Name _____ Signature and Date _____

Parent/Guardian Name _____ Signature and Date _____

Best way to reach you? Please circle all that apply to you: cell/email/note

Contact Information: