**Mr. Andrew Schuhmann**

**8/26/2012**

**STEM Social Studies Room #** G04

**Course Syllabus**

**Email:** [Andrew.schuhmann@stemhigh.org](mailto:Andrew.schuhmann@stemhigh.org) (I will do my best to respond within 24 hours.)

***“****The history of any country, presented as the history of a family, conceals fierce conflicts of interest between conquerors and conquered, masters and slaves, capitalists and workers, dominators and dominated in race and sex. And in such a world of conflict, a world of victims and executioners, it is the job of thinking people… not to be on the side of the executioners.”*

*-Howard Zinn, People’s History of America, 1995*

**Course Overview**

Welcome to history! This social studies course surveys the rich narrative of civilizations past, highlighting the events and ideas of social significance that have affected and had lasting implications for our traditions and civilizations today.

**Curriculum**

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| **6th GRADE**  **1st semester**  UNIT I: EARLY HUMANS AND THE RISE OF CIVILIZATION  UNIT II: ANCIENT CIVILIZATIONS OF THE MIDEAST--THE SUMERIANS, BABYLONIANS, AND EGYPTIANS  UNIT III: EARLY CHINA TO 1900  UNIT IV: ARCHAIC AND CLASSICAL GREECE  UNIT V: ANCIENT ROME  UNIT VI: THE ENLIGHTENMENT AND THE FRENCH REVOLUTION **2nd semester**  UNIT VII: ROMANTICISM  UNIT VIII: LATIN AMERICAN INDEPENDENCE MOVEMENTS  UNIT IX: THE INDUSTRIAL REVOLUTION  UNIT X: IMMIGRATION AND URBANIZATION | **7th GRADE**  **1st semester**  UNIT I: U.S. IMPERIALISM - "AMERICA BECOMES A WORLD POWER"  UNIT II: WORLD WAR I, 1914-1919, AND THE RUSSIAN REVOLUTION  UNIT III: THE ROARING TWENTIES, 1920-1929 **2nd semester**  UNIT IV: THE GREAT DEPRESSION & NEW DEAL, 1929-1939  UNIT V: THE RISE OF DICTATORS, WORLD WAR II, AND THE HOLOCAUST | **8th GRADE**  **1st semester**  UNIT I: END OF EUROPEAN IMPERIALISM  UNIT II: INTRO TO AMERICAN GOVERNMENT  UNIT III: THE COLD WAR, 1945-1990  **2nd semester**  UNIT IV: THE CIVIL RIGHTS MOVEMENT  UNIT V: ORIGINS OF MIDEAST CONFLICT - THE RISE OF ISLAM AND THE CRUSADES (OPTIONAL UNIT)   UNIT VI: THE ARAB-ISRAELI CONFLICT  UNIT VII: IRAQ--OIL POLITICS, TERRORISM AND WARS  UNIT VIII: MODERN CHINA, 1900-PRESENT |

**Texts:**

*Journey Across Time*. Mcgraw-Hill. 2008 *American Journey.* Mcgraw-Hill*. 2011*

**The Website and the Paperless Classroom**

Students as well as parents are expected to frequently visit my website at [**www.stemsocialstudies.weebly.com**](http://www.stemsocialstudies.weebly.com). This is the vehicle whereby students access, complete, and submit assignments on their computers. I run a paperless classroom whenever possible, meaning every assignment, reading, homework, and PowerPoint will be posted for students to download in class or at home. Downloading documents saves time, ink, and paper. Accordingly, I WILL NOT PRINT MOST READINGS AND ASSIGNMENTS. An assignment calendar will also be posted with all homework due dates so students/parents can check each night. Assignments will be submitted online using the website dropbox, unless a printed document is provided or requested by me. If preferred, students may print assignments at home and turn in a hard copy.

**Grading**

Grades will be based on the four following categories:

-**Summative Assessments/Exams: 20%**

-Multiple choice tests with one or two essay questions are given at the end of each unit etc.

**-Final Papers/Projects- 30%**

-Final product grade for any papers or projects assigned.

-**Formative Classwork Assignments: 30%**

-Daily in class worksheets, maps, responses, formative/draft work in project preparation, etc

**-Homework Assignments: 20%**

-Homework is typically given approximately two-three times a week, no more than 20 minutes a night.

\***No credit will be given for copying, plagiarizing, or cheating from another’s work.**

**Supplies**

**-**Each student is asked to keep a **personal laptop computer,** to access assignments and take notes in class. We will use them every day. (Student may also choose to have a binder or notebook for notes if preferred, but the laptop is essential.)

Students should also bring:

- **BACKUP DRIVE**- Every student should have a backup drive in addition to their computer, to back up information on their laptops. Accidents and malfunctions DO HAPPEN, so please ensure that your student is able to back up their work.

-**MINI FLASH DRIVE**- Necessary for easy transport and storage of files.

**-WORD PROCESSOR/POWERPOINT PROGRAM-** Students should have some kind of Word Processor and Powerpoint on their laptop, Microsoft Office is great for this. Google Docs is a free and adequate substitute, although missing some of the features of Word. Please make sure that students have this, or something similar, and are familiar with how to use it (i.e. open documents, save documents, upload documents, etc.)

-pens and **sharpened!** pencils to every class

-**ASSIGNMENT CALENDAR**- An essential tool for organization and time management. While students may organize assignments and dates on their computer, I have found that an actual hand written planner tends to be more effective for certain students while they are still learning and growing accustomed to their computers.

- **COLORED PENCILS, CRAYONS, MARKERS, SCISSORS, GLUE-**

**-**Students may also be asked to bring in tissues, paper towels, poster-boards, index cards, construction paper and other materials as needs and assignments progress through the year. ☺

**Classroom Behavior Expectations**

I enjoy a lively, conversational class, as long as students behave with dignity and show respect for everyone around them. I will not tolerate profanity, rude behavior, or derogatory remarks. Civil discourse about historical events requires a safe and trusting classroom environment based on tolerance for each other and a willingness to work together. Warnings and consequences will follow for unsafe, disrespectful, or irresponsible behavior. Specifically, students are expected to follow school rules, not be tardy, bring the necessary materials for class, not eat gum or food in class, and not use cel­­­­­­­­­­l phones or electronic devices (unless specified to do so). **A written record of class infractions is posted, and students will “Sign-in” for any infractions. Habitually tardy or disruptive students (+4x) will receive parent phone calls and/or administrative consequences.**

Consequences for disruptive behavior are as follows:

1st offense: verbal warning

2nd offense: Sign in, conference with teacher to Fill out *Discipline Action Plan*

3rd offense: Sign in, Students calls home/parent signs Action Plan

4th offense: Sent to office with *Discipline Referral* form

**Late Work:**

My late work policy is consistent with the STEM School policy. For any assignment turned in later than the class period of the day it is due, 20% will be deducted from their total score. The student then has 5 days before any further deductions will be taken. If the assignment is not turned in within these five days, no more than 50% credit will be given for any assignment. The student then has until the end of the unit to turn it in. The absolute deadline for any assignment is the end of the unit. NO CREDIT WILL BE GIVEN FOR ANY ASSIGNMENT AFTER THE UNIT HAS ENDED. **It is the student’s responsibility to check Parent Portal frequently for any assignments that may be missing**. I will send out an email once a quarter to any students/parents with excessive missing assignments.

**Late policy breakdown:** Late constitutes any assignment turned in later than the class period of the day it is due.

* 1-5 days late- 20% deduction
* over 5 days late: 50% deduction
* If an assignment is still not submitted by Unit’s end (which will be marked on my calendar): No credit given.

**Abscences:**

When students are absent, whether for personal or school reasons, they are responsible for seeking out and completing missing assignments in a timely manner. In general, students should check my websitefor work missed, and ask up to three classmates for assistance on how to complete the assignment. If they are still unsure, and have asked three other classmates, then they may come to me for further explanation. **Keeping up on missed work while absent is the student’s responsibility.**  Students will have two days per every class day missed to make up any missed assignments.

**Students‘ names must be on assignments for credit to be given.** Many “lost” or no-name assignments are located in a folder near the front classroom door. It is the student’s responsibility to check this folder regularly if work is missing, to see if they forget their name. Once a unit is over, only half credit will be given for discovered work the no-name folder.

**Special Appointments**

Per special request, I would be happy to meet with students or parents for after school help and/or parent/teacher meetings, or during my plan period from 1:15pm-2:10pm. Should a meeting be requested, please inform me if you have any specific concerns, so that I might be better prepared to address them.

**Student-Teacher-Parent Contract**

This is to acknowledge that the student and parent/guardian have read the course syllabus. Student and parent/guardian assume responsibility for ensuring that the student meets all expectations and continues to act appropriately in the classroom. As the instructor, I will work hard to ensure that the student receives the best possible education by providing frequent communication on academic performance and by complying with national academic standards, the Core Knowledge curriculum and Best Practice Methods.

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_