



Course Title: Social Justice

Instructor: Mr. Harding

Instructor Availability: Office Hours Tu and Th, 3:15-4:30; otherwise by appointment

Instructor Contact: jharding@gomperscharter.org or (310) 804-7821 (text/call)

Course Description:

This class is designed to provide students an inquiry-based approach to re-examining history from a Social Justice perspective, and to apply that knowledge to American History, beginning with the arrival of Columbus up to the present day. The course also focuses on the development of oppression as America expanded and changed from the colonial period through to the modern era, and emphasizes the struggle for social equality in our country and culture today. Another goal of this course is to improve students' critical reading and thinking skills as we analyze primary and secondary sources from various periods of American History. Some events from World History will be discussed as well.

Throughout the year, students will examine sources on both sides of several issues, be asked to express their own opinion, and to support it with evidence. Students will be asked to think critically about American History and the role different groups have played in it. Students will work collaboratively and alone to analyze documents, judge their validity, understand the author's point-of-view, perspective, and assess any inherent bias. A key skill as they read more texts will be to separate fact from opinion. They will learn how to argue their own perspective orally and in writing, as well as how to discuss historical topics and respectfully disagree with their peers. Students will leave this class with improved critical thinking, reading, writing, and argumentation skills, as well as a deeper understanding of their own opinions and place within American History and the current events shaping our world today.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%



Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Prerequisites:

Students are expected to have above-average reading and writing skills, and an exceptionally strong work ethic.

Course Materials:

There is no textbook for this class, but students will be asked to do several readings both outside of and during class. These readings may be sent home as packets, may be online resources such as a news website, or may be posted online for access from any device with an internet connection. This course does require a computer with an internet connection, as students will be asked to complete homework assignments online, including but not limited to: taking notes while viewing videos or lessons online; reading or researching online; and submitting written work online. Most of these activities will take place through easily accessible sites such as YouTube, Google Docs, and Google Classroom.

If access to technology is an issue, you are expected to see me during office hours the VERY FIRST WEEK (8/28-9/1) of school so that we can make whatever arrangements are necessary to enable your success.

Naturally, students are expected to bring the 3 "B's" at all times, as well as college ruled lined paper and a blue or black ballpoint pen. Most other commonly used items (such as highlighters, colored markers/colored pencils, glue sticks, etc.) will be provided.

Course Structure:

This class will be taught using various approaches. Some lessons will be delivered online at home (via a "flipped" model), some will be delivered in class in a typical "lecture" format, and others will be student-driven. The approach used will change frequently throughout the year - it may even change in a single class day.



On any given day of school, students can expect to read one or more texts, answer questions about the reading, analyze the reading, and write a response to what they have learned.

Course of Study:

Although the details may change, the following is the planned overview of the year. The first week will mostly consist of welcome, orientation, and review activities, followed by the first unit beginning on 9/5.

What Are Your Rights? (2 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1, 2, 8, 9 CCR.WHST.1.a, d CCR.WHST.2.b, d, e CCR.WHST.4	<ul style="list-style-type: none">• Three branches of government• Bill of rights and other key amendments• Is it Constitutional?	<ul style="list-style-type: none">• Amendment Scenarios• Rights and Amendment Test

"Race" and the History of Slavery (6 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1.a, b, d CCR.WHST.2.a, b, e CCR.WHST.4-6; 8-10	<ul style="list-style-type: none">• Origins of the concept of "race"• Economic causes of new-world slavery• Middle Passage/The Triangle Trade• Founding Fathers and slave ownership• The abolitionists• Underground Railroad and the Runaway slave laws• Dred Scott• The Second Middle Passage• Slave Narratives• <u>Uncle Tom's Cabin</u>• Buildup to the Civil War	<ul style="list-style-type: none">• Race, Middle Passage, and Olaudah Equiano Quiz• Abolitionists and Runaways Quiz• Race and Slavery Unit Exam

Was it Really Emancipation? (4 weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1.a, b, d, e CCR.WHST.2.a, b, d, e, f CCR.WHST.4-10	<ul style="list-style-type: none">• Emancipation Proclamation• 13th, 14th, and 15th amendments• Freedmen's Bureau• Rise of the KKK• Jim Crow Laws• Lynching	<ul style="list-style-type: none">• Post-Emancipation South - Quiz• Jim Crow Laws Presentation

African American Civil Rights Movement (5 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.2.a-f CCR.WHST.4-10	<ul style="list-style-type: none">• Plessy v. Ferguson• Booker T. Washington vs. W.E.B. duBois• NAACP• Beginning of the Civil Rights movement• Brown v. Board• Dr. King• Bus Boycott• Emmett Till• Dr. King's "Letter from Birmingham Jail"• Children's March• Salem to Montgomery Marches• Governor George Wallace's response• Civil Rights Act of 1964• Voting Rights Act of 1965• Black Power movement• Black Panther Party	<ul style="list-style-type: none">• Washington vs. duBois essay• Civil Rights Act of 1964 and Voting Rights Act of 1965 - compare and contrast• Unit Assessment

Mexican-American Civil Rights Movement (3 weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1.a-e CCR.WHST.4-10	<ul style="list-style-type: none">• Mexican-American War• Bath Riots• Lemon Grove Incident• UFW and Cesar Chavez• Brown Berets	<ul style="list-style-type: none">• Compare and Contrast essay between the African American and Mexican American Civil Rights movements

"I Was Here First" - Indigenous Rights (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.2.a-f CCR.WHST.4-10	<ul style="list-style-type: none">• Christopher Columbus• Bartolome de las Casas vs the Encomienda system• Persecution of Native Americans• Trail of Tears• Indian Wars• Wounded Knee• Sovereignty• Native American Civil Rights Movement	<ul style="list-style-type: none">• Unit Assessment

Religious Oppression, at home and abroad (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.2.a-f CCR.WHST.3-10	<ul style="list-style-type: none">• Irish and German Immigration• Chinese Immigration• Holocaust in Europe• 2017 Travel Ban	<ul style="list-style-type: none">• Unit Assessment

Workers' Rights (3 weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1.a-e CCR.WHST.3-10	<ul style="list-style-type: none">• Industrialization• Tenement Housing• Jacob Riis and the Muckrakers• Upton Sinclair's <u>The Jungle</u>• Unionization• Haymarket Affair• Homestead Strike• Emma Goldman and Anarchy	<ul style="list-style-type: none">• Unit Assessment

Gender Issues (3 weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1-10	<ul style="list-style-type: none">• Abigail Adams• Seneca Falls Convention, and the Declaration of Sentiments• Emma Goldman• Jane Addams• Women's Suffrage• The Anti's• Crystal Eastman• The Pay Gap• Equal Rights Amendment• Gender Issues Today	<ul style="list-style-type: none">• Unit Assessment

Other Topics in Modern Social Justice (Time Permitting)

Content Standards	Learning Objectives	Key Assignments/Exams
CCR.RH.1-10 CCR.WHST.1-10	<ul style="list-style-type: none">• Educational Equality• Incarceration in America• Drug treatment as a social justice issue• Affirmative Action• Wealth disparity and Income inequality	<ul style="list-style-type: none">• Unit Assessment

Course Specific Student Expectations:

Students will demonstrate REACH values at all times.



Students will follow the rules in accordance with Gompers Preparatory Academy handbook.

Students will adhere to class norms when discussing the sensitive topics of this course.

Students will come to class prepared every day.

Students will remain in their seats, unless given permission by an adult in the room.

Students will complete their work in a timely and legible manner.

Students will read for at least 30 minutes a day outside of class.

Students will effectively use their resources (teachers, peers, textbooks, and internet sources).

Students will be responsible for finding out and making up any and all work missed due to an absence.

Students will be responsible for submitting any work that was due during an absence immediately upon return.

Students will receive a late grade if absent on the due date of any quiz, project, presentation, essay, etc.

Students will have a maximum of one week, from date assessment was given, to make up Unit Assessments, quizzes, etc.

Students and parents will check grades for all classes regularly, and communicate any and all questions to teachers as soon as possible.

Late Work Policy for All 9th Grade Classes:

- If you do not hand in your work on its due date, you must attend Mandatory Academic Counseling (MAC) on that day and submit to your teacher the following day for full credit. If you submit your work the following day but do not show up for MAC, you will receive 50% credit at best.
- If you attend MAC, but turn in your work two days after the due date, you will receive 50% credit at best.
- If you try to hand in work three or more days late, we will not accept it.
- If any student is chronically required to attend MAC, these terms may change.
- Please note that your responsibilities as a college prep student supercede any additional commitment you have made as a student athlete.

Communication with Mr. Harding:

If for any reason you do not understand or otherwise cannot complete an assignment, you are expected to reach out to Mr. Harding as early as possible. All communication with Mr. Harding must be academic and professional, reflecting GPA's college prep culture. Include your name, class period, and question in any email, text, or phone call.

Accommodations/Modification and Supports:



Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)



Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th



- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

