Mission
To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Course Description
Minorities in American Society is a survey of American history through the eyes of select minority groups. It provides the student with the opportunity to examine diversity issues and minority groups that have made major contributions to the United States. Native American, African American, Latino, Asian, women, gay/lesbian and people with disabilities are among the groups surveyed. This course is designed to enlighten students about society by exploring differences we all share, thus providing students with valuable perspectives for other Social Studies courses.

Course Learning Standards
- Analyze how race, ethnicity, religion, gender, & identity can be observed culturally & socially in American society. Determine how these social constructs affect where & how people live. And finally to understand how “race” has been perpetuated as a myth in western society to defend discrimination, caste,& slavery. 
- Geography (5%)
- Explain how historical events have shaped & continue to shape the way people live today, how prejudice, language, political, economic & social institutions persist, are reformed, & affect how Americans view one another. 
- History (5%)
- Examine how governments work to challenge historically based & institutional forms of discrimination & how they impact people’s lives in the effort to protect civil liberties, economic & social opportunities. 
- Politics (5%)
- Explain how economic systems and the availability and use of resources affect people. 
- Economics (5%)
- Assess how social classes, family & religious beliefs shape people’s values and behavior in differing ethnic & racial groups. 
- Society (5%)
- Discuss how geography, history, politics, economics & society combine to shape behavior, language, mores & relationships. Integration (15%)
- Understand the roots of African American experience from African Diaspora, slavery, reconstruction, Jim Crow & the Civil Rights Movement. Students will gain an appreciation for the unique cultural contributions & agency of these peoples. (15%)
- Understand the roots of Asian American experience from migration, labor discrimination, ethnic communities, education & modern pressures on their diverse ethnic inheritances. Students will gain appreciation for the unique cultural contributions and agency of these peoples. (15%)
- Understand the roots of Indigenous Peoples in North America from pre-1492, colonialism, cultural transfer, genocide, removal, war, reservation & assimilation. Students will gain an appreciation for the unique cultural contributions and agency of these peoples. (15%)
- Understand the historical roots of women roles & gender identity in America, how women have moved from an era of “otherness”, through agency, including the suffrage movement, the three waves of Feminism, and contemporary arguments concerning traditional roles. Students will gain an appreciation for the unique cultural contributions and agency of these peoples. (15%)
- Understand the roots of Hispanics. Students will gain an appreciation for the unique cultural contributions and agency of these peoples. (15%)

Grading:
Your course grade will reflect what you have learned, not what you have completed!

Overall Semester grade:
- 85% of the Course grade,
- 15% Semester final exam
The final semester grade will be rounded to the nearest percentage point.

Course Grade
- Each unit/standard is assigned a particular percentage.
- Within each unit, summative and formative sections are weighted as follows:
  - 85% Summative (tests, quizzes, projects), 15% Formative (Daily Work)

Grading Disbursement:
- A= 90-100 B= 80-89 C= 70-79 D=60-69 F= <59
- Any percentage lower than 50% will be put into the grade book as a 50%, the lowest possible grade on completed work (incomplete or work not turned in will receive a grade of 0 in the grade book).
Reassessment Policy

Summative Assignments (tests, quizzes, projects): These assignments must be completed before the end of the following unit.

Formative Assignments (class work, activities, homework): All late work must be completed by the end of the current unit for a maximum grade of 75%. Anything turned in after the end of the unit will receive a maximum grade of 50%.

Reassessment Guidelines

Our team will provide at least one reassessment opportunity for students to develop mastery of learning on summative assessments. PRIOR to taking a reassessment, students will receive formative feedback on their performance and must demonstrate initiative by completing any of the following as provided by the instructor: Study guides, test corrections, online quizzes, readings, oral progress checks, etc.

Communication

- Teachers make every effort to respond to emails and phone calls within 48 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven’t received a response in 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

Help

- Make an appointment with your teacher.
- Attend S.O.S (supervised open study) in the Literacy Center M, W & Th from 3:15 to 4:15.
- Drop in for peer tutor during lunch periods or before school through the Literacy Center.

Parents or Guardians

We need your help!

- Parents should actively check Infinite Campus for their students grade.
  - The grades on Infinite Campus will be accurate only at Mid-Quarter and Quarter. Prior to those dates, the grade reflected is fluid.
  - Infinite Campus is a communication tool until final grade is posted.
- Please ask your student about their school work
- Check with your individual teacher for classroom procedures, schedules, and daily class news.