



Ben Sherman, Principal
 Wen Chang, Assistant Principal
 Kent Kleiman, Assistant Principal

46-21 Colden Street, Flushing, NY 11355
 Phone: (718) 353-0009
 Fax: (718) 353-3772
 www.ewsis.org

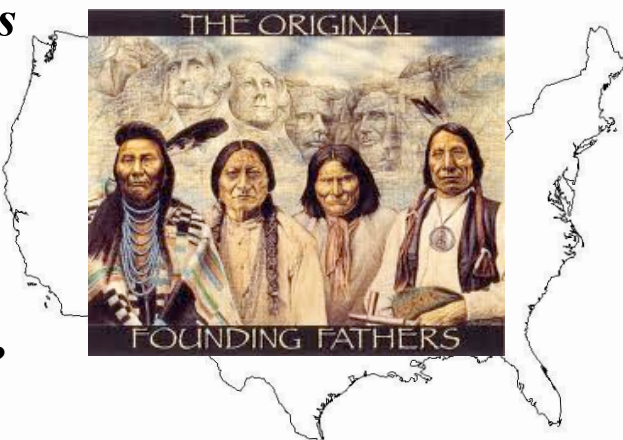
Mr. Oppenheim
 EWSIS

Your Name _____
 Sept 2015 – June 2016

US History 1: *Land, Law, and Leaders*

Dear Parent(s), Guardians, and Students:

Welcome to 7th grade US History! This year you will study the original inhabitants, explorers, and founders that created America, as well as how the country was formed, expanded, and remained united after a civil war.



Course Overview:

❖ Essential Ideas:

How did different people interact to form a union?

Who benefitted? How / Why did they benefit?

How / why is America successful? What needs improvement?

❖ Course Objective:

Students will analyze decisions affecting US History and primary source documents about history

Students will develop map skills to understand the development of the USA

Students will visualize life for groups of people in history (Natives, African Americans, Colonists, etc)

Your Grade:

Homework:	15%	➡
Classwork:	10%	
Essays:	25%	
Projects:	25%	
Quiz/Assessments:	25%	
Total:	100%	

Homework Policy:

- No late homework will be accepted (unless due to excused absence).
- Homework is assigned every night (some take two nights to complete)
- All homework will be returned and must be kept as notes in your binder.



Classwork (10%):

- Each of you will organize your class work in a binder.
- It is important to keep your binder organized, because sometimes I check to see if your work is completed, and if I don't find your work in there it will be marked incomplete (for not having it).

Quizzes / Assessments 30% in this class will include:

- Map Tests – You will add words and colors on a blank map to show your understanding
- Vocabulary words defined, used in a sentence, and spelled correctly.
- Multiple Choice questions
- Short answer questions
- Full paragraph written answers

Essays / Projects 25% each in this class will include:

- Essays using primary sources to argue a perspective on history
 - (Example: Should the USA ratify the Constitution in 1776? Why/why not?)
- Projects like a complete annotated map with written researched descriptions
- Research posters on famous people in history
- Presentations to the class using powerpoint



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Course Unit Plan:

- **UNIT 1** Pre-Contact United States: Original Native Peoples
- **UNIT 2** Explorers and Discovery: Traders and Traitors
- **UNIT 3** Pre-Colonial United States: Natives, Newbies, and Nubians
- **UNIT 4** Colonial Period: 13 Original Colonies
- **UNIT 5** The American Revolution: Peace Out England!
- **UNIT 6** Formation of our Nation: Building a Constitution
- **UNIT 7** Manifest Destiny: “From Sea to Shining Sea...”
- **UNIT 8** The Civil War: North vs South -- It’s On Brother!

Supply List:

- Pens
- Pencils
- Highlighters
- Binder with section for this class
- Loose-leaf paper
- Art Supplies
 - Colored pencils
 - Glue, Scissors

Class Expectations:

Students will arrive on time and in uniform at the classroom.

For the first 2 minutes students will SILENTLY

- ❖ Copy down the new homework
- ❖ Turn in their homework due
- ❖ Begin the class “Do Now” Activity and handout class materials



In class students will sit in assigned seats, facing the speaker, silently during mini-lesson instruction.

Classwork should be completed before the end of class.

Students should maintain a binder with all notes, homework, and classwork for each unit.

Each day we will discuss important features of a topic, examine maps, make our own maps, write and rewrite essays, and debate important aspects of history to examine and understand successes and failures in US History.

Grades will be input on Pupil Path.

Parents and students should register for Pupil Path at pupilpath.skedula.com to monitor academic progress.

If you have any concerns, questions, or need extra help to achieve you goals, I am always here to help, so please write my email in your homework agenda.

- Email queries from students and parents will be answered within 24 hours: soppenheim@ewsis.org
- I can also be reached by leaving a message for me at the school office (718) 353-0009

Thank you and I look forward to working with you!

- Mr. Oppenheim

I have understood and agree to the class norms and expectations:

Parent/Guardian Name(s)

Parent/Guardian Signature(s)

Parent Guardian email or telephone (preferred contact method)

Student’s Name:

Student’s Signature:

