

BILINGUAL SCHOOL LUIS MUNOZ IGLESIAS

CIDRA, PUERTO RICO

HISTORY DEPARTMENT

**EVALUATIVE AND STRATEGIC PLAN (SYLLABUS)**

Teacher Name: Yadira Aponte Calderon M.Ed.

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: “United States History”

* Digital Text: *U.S. History*

 ISBN: 978-1-938168-36-9

(Below, in blue, you will find the link to the textbook of the class)

[US History Textbook](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/USHistory-LR.pdf)

(This is the link of the web page where you can find the book and use other tools as highlight and mark pages)

<https://openstax.org/books/us-history/pages/1-1-the-americas#0>

Credits: One (1)

Requirements: Historia de Puerto Rico

Term: August 2024- June 2025

Number Hall: \_\_\_\_\_

1. **COURSE DESCRIPTION**:

The course "United States History" for the eleventh grade, presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history and the relationship with Puerto Rico. The educational experiences designed in the course will allow students to interpret past and present events and be able to form critical judgments regarding the problems and situations of humanity through time. In this perspective, students are conceived as protagonists of the historical-social processes, with the capacity to assume and reason them responsibly in order to transform them.

1. **COURSE OBJECTIVES**:
2. Cognitive: At the end of the course, students will be able to:
	1. Identify relevant events in the development of United States history.
	2. Identify outstanding achievements of human beings in their historical development.
	3. Organize chronologically the most relevant events in the history of United States.
	4. Infer cause and effect relationships between various issues in the history of United States and about the influence of the geographic environment on the way of life of the Puerto Ricans.
	5. Analyze the events of greatest significance in the historical development of United States.
	6. Argue about the social, economic, political, religious, and cultural transformations that United States have undergone in various historical periods.
	7. Evaluate the political, economic, and socioeconomic work of the Americans in significant moments of humanity.
	8. Identify problems that United States beings have faced at different times and present alternatives for their solution.
3. Attitudinal: At the end of the course, students will be able to:
	1. Show understanding and tolerance towards the various manifestations of culture.
	2. Appreciate the abilities and creative manifestations of the human being.
	3. Appreciate human activity in the search for justice and freedom.
	4. Estimate the political, economic, and sociocultural work as essential attitudes for social coexistence.
	5. Express positive attitudes towards people of other races, cultures, and religion.
	6. Recognize that terrain, climate, and the availability of resources have a powerful influence on lifestyles, technology, and human values.
	7. Recognize the need to use and conserve natural resources wisely.
	8. Recognize that all human beings have rights and duties, and that respect for them constitutes the basis of peaceful coexistence.
	9. Show interest in continuing to study the history and cultures of the world.
4. **THEMATIC OUTLINE OF THE CLASS**
5. What is History?
	1. What does a historian do?
	2. How does historian work?
	3. Historical Research - think like a historian.
6. Transitional Chapter – The Americas, Europe, and Africa before 1492
	1. Note: The Transitional Chapter provides review topics for students to reinforce the content acquired in previous years
7. Early Globalization: The Atlantic World, 1492–1650
8. Creating New Social Orders: Colonial Societies, 1500–1700
9. Rule Britannia! The English Empire, 1660–1763
10. Imperial Reforms and Colonial Protests, 1763-1774
11. America's War for Independence, 1775-1783
12. Creating Republican Governments, 1776–1790
13. Growing Pains: The New Republic, 1790–1820
14. Industrial Transformation in the North, 1800–1850
15. Jacksonian Democracy, 1820–1840
16. A Nation on the Move: Westward Expansion, 1800–1860
17. Cotton is King: The Antebellum South, 1800–1860
18. Antebellum Idealism and Reform Impulses, 1820–1860
19. Troubled Times: The Tumultuous 1850s
20. The Civil War, 1860–1865
21. The Era of Reconstruction, 1865–1877
22. Go West Young Man! Westward Expansion, 1840-1900
23. Industrialization and the Rise of Big Business, 1870-1900
24. The Growing Pains of Urbanization, 1870-1900
25. Politics in the Gilded Age, 1870-1900
26. Leading the Way: The Progressive Movement, 1890-1920
27. Age of Empire: American Foreign Policy, 1890-1914
28. Americans and the Great War, 1914-1919
29. The Jazz Age: Redefining the Nation, 1919-1929
30. Brother, Can You Spare a Dime? The Great Depression, 1929-1932
31. Franklin Roosevelt and the New Deal, 1932-1941
32. Fighting the Good Fight in World War II, 1941-1945
33. Post-War Prosperity and Cold War Fears, 1945-1960
34. Contesting Futures: America in the 1960s
35. Political Storms at Home and Abroad, 1968-1980
36. From Cold War to Culture Wars, 1980-2000
37. The Challenges of the Twenty-First Century

Appendixes

1. [The Declaration of Independence](https://openstax.org/books/us-history/pages/a-the-declaration-of-independence)
2. [The Constitution of the United States](https://openstax.org/books/us-history/pages/b-the-constitution-of-the-united-states)
3. [Presidents of the United States of America](https://openstax.org/books/us-history/pages/c-presidents-of-the-united-states-of-america)
4. [U.S. Political Map](https://openstax.org/books/us-history/pages/d-u-s-political-map)
5. [U.S. Topographical Map](https://openstax.org/books/us-history/pages/e-u-s-topographical-map)
6. [United States Population Chart](https://openstax.org/books/us-history/pages/f-united-states-population-chart)
7. **THEMATIC CALENDAR**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Thematic Units | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May. |
| US Geographical Map | X | X |  |  |  |  |  |  |  |  |
| Colonial Period |  | X | X |  |  |  |  |  |  |  |
| Emergence of a New Nation |  |  | X | X | X |  |  |  |  |  |
| US Transformation |  |  |  |  |  | X | X | X |  |  |
| From the Postwar to Today: Globalization |  |  |  |  |  |  |  | X | X | X |

1. **TEACHING STRATEGIES**
	1. Class discussion
	2. Class readings and assignments
	3. Group work
	4. Participation in Workshops
	5. Guests
	6. Oral and written reports
	7. Whirlwind of ideas
	8. Movies, recordings, records, etc.
	9. Research in the school and municipal library
	10. Among others.
2. **EVALUATIVE PLAN AND EXPECTATIONS**

The expectation of this course is that the educational activities allow the student to interpret and analyze past and present events in the United States History. Through the various activities, students will be able to develop the necessary tools that allow them to create a critical judgment and respect for the history of the World and its nations.

1. Tests: 10 approximately, the value of each one will depend on its context up to 1,000 points.
2. Short Text/quizzes: 60, the value of each one will vary, up to 1,200 points.
3. Assessments: One for each chapter discussed, value will vary, up to 1,000 points.
4. PBL Project: two, one for each semester up to 200 points.

**Punctuation Summary**

|  |  |
| --- | --- |
| Instrument | Punctuation |
| Tests | 1,000 |
| Short Tests/quizzes | 1,200 |
| Assessments | 1,000 |
| PBL Project | 200 |
| Total: | 3,400 |

1. **EVALUATION CRITERIA**

The evaluation/assessments instruments will have a value of 30 to 100 points, which will be automatically averaged by the computers of the Department of Education, and the following score will be assigned:

100 a 090 – A

089 a 080 – B

079 a 070 – C

069 a 060 – D

059 a 000 – F

The Evaluation/assessment instruments will be prepared as follows:

|  |  |
| --- | --- |
| Tests | Assessments |
| -Matches- Multiple choice- Discussion questions- Fill blanks- True or false- Maps- Identify- Appraisal Techniques- Among others. | - Oral reports- Written reports- News Analysis- Collage- Briefcase- Caricatures- Team work- Posters- Concept maps- Among others. |

The "assessments" will be evaluated using a rubric that will be provided to the student days before assigning the corresponding work.

1. **Materials**
2. Maps
3. Rule
4. Laptop (Sometimes)
5. Notebook
6. Pen or Pencil
7. Among others that will be requested in advance.
8. **Rules, Politics and Procedure of the Class**

As part of maintaining an appropriate classroom environment, the following standards are established:

1. The student must be in the classroom at class time. Failure to be there at class time will be considered tardy and will be sent to the office to find an excuse.
2. 2. If you are absent, you must bring an excuse from your father, mother, or person in charge.
3. The student must have appropriate conduct in the classroom.
4. The student who is absent from an exam must present an excuse and it will be evaluated by the teacher. In the case of assigning a make-up exam, it will be on the day and at the time agreed by the teacher. If you are absent to make up, you will automatically be given a FAILURE (F) note.
5. Short tests/quizzes will not be warned and will not be made up.
6. Written assignments or other evaluation materials will be accepted after the due date only on extraordinary occasions. 5 points will be deducted for assignments and 10 points for projects and special jobs per day of delay. IT IS THE STUDENT'S RESPONSIBILITY TO MAKE THEM ARRIVE ON THE DAY OF DELIVERY. IF YOU DO NOT DELIVER THEM, YOU WILL BE AUTOMATICALLY GIVEN ZERO (0).
7. The student who damages, breaks, or commits a vandal act to any book or electronic and non-electronic equipment owned by the teacher and / or the Puerto Rico Department of Education, must replace it or pay the cost of the equipment or book. A complaint will be immediately filed with the Police Department and taken to the Court of Justice.
8. The student who is disrespectful to the teacher will be referred to the Counselor, Social Worker, or the principal. If the disrespect is repeated on two or more occasions, a complaint will be immediately filed with the Police Department and taken to the Court of Justice.

Annex 1

**INSTRUCTIONS FOR ASSIGNED TOPIC WORKS**

1. Delivery date: **The student will be provided with enough time to be able to do it**.
2. The works that are not delivered on the dates provided will have failure (F) in them.
3. The score of the works will be divided as follows:
4. The written presentation **(100 points)**
5. The oral presentation. **(100 points)**

**Total: (200 points)**

1. They should not be delivered in a folder. They will be delivered stapled in the top left corner of the paper.
2. It must be delivered formally, no smudges, no studs, clean, no spelling mistakes.
3. Works with patterned paper will not be allowed.
4. They will not exceed 10 computer pages or 15 manuscript pages. **IF YOU EXCEED THE ABOVE-MENTIONED PAGES, YOU WILL BE DISCOUNTED A SCORE FOR NOT FOLLOWING INSTRUCTIONS.**
5. For the Bibliographic Sheets, the **AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)** model will be used, a model that will be provided in the class.
6. In addition to the written presentation, the work will be presented to the class orally.
7. If there is no order at the time of the presentations, 5 points will be subtracted for interruption and will be added to the total points of the student who is reporting in front.
8. Each student is responsible for presenting a summary of work to the class and submitting the summary to the teacher.
9. How should the work be organized?
10. **Format:**
	1. Presentation Page (1 page)
	2. Table of Contents (1 page)
	3. Introduction (1 page)
	4. Development (computer 5 pages) (10 pages manuscript)
	5. Conclusions (1 page)
	6. Reference (1 page)

**Total (10 pages in computer) (15 pages by manuscript)**

1. Failure to follow the instructions will deduct punctuation.
2. The works will be corrected following the rubrics presented in the annexes of this document.

Annex 2

**FORMAT INVESTIGATIVE WORK FOR SPECIFIC (PBL Projects)**

1st Page: Presentation (The text on this page must be centralized)

|  |
| --- |
| Title of assigned subjectName of StudentLMI Idioms School11th Grade United States HistoryProf. Yadira Aponte Calderón M. Ed.delivery date |

2nd Page: Table of Contents (Index)

|  |
| --- |
| Table of ContentsTopic Page Introduction ……………………………….….3 Development or Content …………………...4-8 (in Word) or 4-13 (in manuscript)Conclusion ……………………………………9 (in Word) or 14 (in manuscript) Bibliographic Sheets …………………………10 (in Word) or 15 (in manuscript)  |

3rd page: Introduction

|  |
| --- |
| Introduction In this part of the work, you will introduce the topic you are going to talk about to the reader. Rather, the introduction is a summary or abstract of the topic or work that is given to the reader to read. As a basic rule in this part, a minimum of two paragraphs of five sentences each is requested. Each paragraph should be separated from each other.  |

4th – 9th pages or 14th if it is in handwriting: The content or development of the work.

|  |
| --- |
| Example of a theme**First World War** This part will start on **page 4** and end on **page 8** if the work is done in the word processing program "*Microsoft Word*" or it will end on **page 13** if it is written in handwritten. In this part of the work, you will develop the main topic that was given to you in class. You will take as a guide the subtopics recommended by the teacher for each topic assigned.**REMEMBER TO FOLLOW INSTRUCTIONS SO YOU DO NOT LOSE SCORE.** |

9th page in *"word"* or 14m to manuscript page: Conclusion Page

|  |
| --- |
| Conclusion In this part of the paper, you will conclude the topic that the reader was told about. Rather, the conclusion is a review of the topic or work that was given to the reader to read. As a basic rule in this part, a minimum of two paragraphs of five sentences each is requested. Each paragraph should be separated from each other.  |

Last Page: Bibliographic Sheets or Reference

|  |
| --- |
| Reference Page In this part of the work, you will list the books or electronic addresses used to develop the topic. A model and format will be provided in class for said references. If you do not follow the recommendations, you will lose score. In the school library, the teacher will leave a document that shows models and formats of records bibliographic.  |

GENERAL RULES OF THE WORK

* 1. It must be turned in on the corresponding dates, not before, not after.
	2. The student will be responsible for sending the work on the assigned dates, if it understands that the requested day is going to be absent.
	3. If the student is absent on the day the work will be delivered, they must bring an excuse. Otherwise, they will not be received or accepted.
	4. If you go over the requested pages, the following parts will not be corrected, and a score will be deducted for not following the instructions. You will find a written text that says, and I quote ***"UP TO HERE I READ IT"*.**
	5. If the work is done in the word processor (on a computer), it must be submitted in Times New Roman font, # 12 in size and single spaced. **(FAILURE TO FOLLOW THE INSTRUCTIONS, THE SCORE WILL BE DISCOUNTED).**
	6. Pages numbered, starting from the SECOND PAGE OR SECOND JOB SHEET.
	7. References must be according to APA Style.
	8. The student must have a summary of the work before submitting the written project. This summary will be presented to the class on the day that corresponds to it.

Annex 3

**PROJECTS RUBRIC**

Purpose: The purpose of this rubric is that the student can demonstrate his academic performance in a subject or in the History course. A check mark (√) will be made in the box that corresponds to the score obtained by the student.

|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  | **Punctuation Scale** |
|  | (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Organization** (Presentation) |  |
| 1. Clearness |  |  |  |  |  |  |
| 2. Visual |  |  |  |  |  |  |
| 3. Cover Page |  |  |  |  |  |  |
| 4. Organization |  |  |  |  |  |  |
| **Grammatic** |
| 1. Writing |  |  |  |  |  |  |
| 2. Correct grammar usage |  |  |  |  |  |  |
| 3. Punctuation |  |  |  |  |  |  |
| 4. tenses and sequences |  |  |  |  |  |  |
| **Content** |
| 1. Introduction |  |  |  |  |  |  |
| 2. Organization |  |  |  |  |  |  |
| 3. Conclusion |  |  |  |  |  |  |
| 4. References (APA) |  |  |  |  |  |  |
| **Subtotal** |  |  |  |  |  |  |
|  | **Punctuation Scale** |
| (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Expression in content** |  |  |  |  |  |  |
| 1. Information requested |  |  |  |  |  |  |
| 2. Sequence and order  |  |  |  |  |  |  |
| 3. Coherence and the way of presenting the topic |  |  |  |  |  |  |
|  4. Creativity in exhibition and agreement between secondary ideas and main theme. |  |  |  |  |  |  |
| **Subtotal** |  |  |  |  |  |  |
|  **Grand total** |  |  |  |  |  |  |

Legend:

(5) – Excellent: Evidence of what is requested in the research project carried out by the student and meets all the requirements.

(4) – Good: Evidence of what is requested in the research project carried out by the student but does not meet all the requirements.

(3) – Average: Evidence of what is requested in the research project carried out by the student, it lacks information and meets most of the requirements.

(2) – Satisfactory: Partial evidence of what was requested in the project carried out by the student and meets little of the requirements.

(1) – Poor: Presents little evidence of what is requested in the project carried out by the student and does not meet the minimum requirements requested.

(0) - Not carried out or presented evidence: Does not present evidence of what was requested in the project and did not carry out the work.

Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signs:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Professor Student

Annex 4

**ORAL PRESENTATIONS RUBRIC**

Purpose: The purpose of this rubric is that the student can demonstrate his academic performance in a subject or in the History course. A check mark (√) will be made in the box that corresponds to the score obtained by the student.

|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
|  | **Punctuation Scale** |
|  | (5)  | (4)  | (3)  | (2)  | (1)  | (0) |
| **Presentation** |  |
| 1. Pronunciation |  |  |  |  |  |  |
| 2. Intonation |  |  |  |  |  |  |
| 3. Property when speaking |  |  |  |  |  |  |
| 4. Fluency |  |  |  |  |  |  |
| 5. Personal development |  |  |  |  |  |  |
| 6. Audiovisual resources |  |  |  |  |  |  |
| **Content and Writing** |
| 1. Introduction |  |  |  |  |  |  |
| 2. Clearness and effectiveness |  |  |  |  |  |  |
| 3. Subject domain |  |  |  |  |  |  |
| 4. Organization and development of ideas, data, and details |  |  |  |  |  |  |
| 5. Agreement between secondary ideas and the main theme |  |  |  |  |  |  |
| 6. Closing and / or conclusions |  |  |  |  |  |  |
| **Time Distribution** |  |  |  |  |  |  |
| **Originality and creativity in the presentation and interest and reaction of the group to the report** |  |  |  |  |  |  |
| **References (APA)** |  |  |  |  |  |  |
|  **Grand total** |  |  |  |  |  |  |

Legend:

(5) – Excellent: Evidence of what is requested in the research project carried out by the student and meets all the requirements.

(4) – Good: Evidence of what is requested in the research project carried out by the student but does not meet all the requirements.

(3) – Average: Evidence of what is requested in the research project carried out by the student, it lacks information and meets most of the requirements.

(2) – Satisfactory: Partial evidence of what was requested in the project carried out by the student and meets little of the requirements.

(1) – Poor: Presents little evidence of what is requested in the project carried out by the student and does not meet the minimum requirements requested.

(0) - Not carried out or presented evidence: Does not present evidence of what was requested in the project and did not carry out the work.

Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signs:

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 Professor Student

Annex 5

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BILINGUAL SCHOOL LUIS MUNOZ IGLESIAS

CIDRA, PUERTO RICO

HISTORY DEPARTMENT

**COMMITMENT BETWEEN TEACHER - STUDENT AND PARENT**

For a better understanding of the student's educational process, careful reading and study of this document is recommended by the parent or guardian and the student. The document will be discussed in class by the teacher as an agreement with his students as an educational program for the current school year. Any alteration to it must be made promptly in harmony with some alternate condition of evaluation and measurement of learning.

It is important that each student of Professor Yadira Aponte Calderon, a eleventh grade History teacher at the Bilingual School Luis Munoz Iglesias, has this handbook along with other documents that will be part of the class work materials. It must be signed by the student and parents.

**\*\*\* NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE. \*\*\***

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I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent or guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, of group \_\_\_\_\_\_\_\_, have read the 9th History syllabus *– “United States History”* and I agree with the evaluation criteria presented and will ensure that my child meets with the different assessment instruments that will be administered by the teacher.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prof. Yadira Aponte Calderón M. Ed. Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sign Parent or guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or guardian cell phone number Parent or guardian email

**\*\*\* REMOVE THIS SHEET (PAGE) AND RETURN IT TO PROF. YADIRA APONTE CALDERON \*\*\***