**Honors Integrated European &**

**Latin American Studies: 10th Grade 2018-2019**

 Room: 1416/1418 Periods: 3 & 4

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|  | **Social Studies – P3 Group B** | **Language Arts – P3 Group A** |
| **Instructors:**  | Ali Maners | Kathy Morales |
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| **Office:** | 2410G | 2410C |
| **Office Hours:** | After school by appointment | After school by appointment |

**COURSE DESCRIPTION**

This course focuses on six areas:

1. Acquiring curiosity and knowledge about the history and literature of Europe & Latin America.

2. Analyzing European & Latin American history, culture, and literature to understand historical importance and relevance to modernity.

3. Developing skills used by critics and historians: critical reading, research, sourcing, and analysis.

4. Understanding the connections between past and present events and contemporary culture and conflict.

5. Understanding Europe’s & Latin America’s political, economic, and geographical place in the world.

6. Building skills necessary to advance formal academic reading and writing.

* During each class period, students will participate in a range of learning experiences including class discussion, group work, lecture/note taking, essay writing and revision, research projects, and individual presentations and assignments.
* Students will have daily opportunities to hone the five literacies necessary for cogent and concise communication: listening, thinking, speaking, reading, and writing.

**HISTORY UNITS WE WILL COVER**

**1st Semester** **2nd Semester**

1. Early Modern Europe 1. Rise of Dictators

2. Absolutism & Religious Conflict 2. World War II

3. Enlightenment, Atlantic Revs. & Napoleon 3. The Early Cold War in Europe & Latin America

4. “Isms:” Industrialism, Nationalism, etc. 4. Revolutions & Late Cold War

5. World War I & Mexican & Russian Revolutions. 5. Modern Europe & Latin America

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| --- | --- |
| **REQUIRED TEXTS FOR ENGLISH\*** | **VISUAL TEXTS (FILM)\*** |
| * *The Inferno—A*lighieri. 1320.
* *Macbeth*—Shakespeare. c. 1606.
* *A Modest Proposal—*Swift*.* 1729*.*
* *Lord of the Flies*—Golding. 1954.
* Selected British Romantic Poetry
* *Frankenstein*—M. Shelly. 1818/1831.
* Selected Modern Poetry
* *Night*—Wiesel. 1960.
* *Haroun and the Sea of Stories—R*ushdie. 1990.
* *Chronicle of a Death Foretold—*Marquez. 1981.
* Selected Latin American works
* *Outliers: The Story of Success*—Gladwell. 2008.
 | * *Great Performances: Macbeth* (PBS, 2011, Goold)
* *Castaway* (2000, Zemeckis)
* *The* *Pianist* (2002, Polanski)
* *Life is Beautiful* (1997, Benigni)
* *Midnight in Paris* (2011, Allen)
* *Night & Fog* (1955, Resnais)
* *The King’s Speech* (2010, Hooper)
* *Saving Private Ryan* (1998, Spielberg)
* *Enemy at the Gates* (2001, Annaud)
* *Darkest Hour* (2017, Wright)
* *Motorcycle Diaries* (2004, Salles)
* Various Historical Documentaries
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**\*subject to change at teacher discretion.**

**REQUIRED TECHNOLOGICAL LITERACIES FOR HUMANITIES SUCCESS**

* Access teacher website daily to confirm homework and access assignments and online resources
* Download and use documents from our websites (Word, Excel or PDFs)
* Type, print, and electronically submit documents outside of class time
* Learn how to use the Skyline library website, turnitin.com, and various research databases in the first quarter of this year.

**GRADING**

Skyline’s Humanities Department is committed to team teaching and interdisciplinary work and study. It is our goal to integrate the two subjects—Social Studies and Language Arts—to create a deeper, more critical and balanced learning experience for your student in the social sciences. We understand that learning does not exist in the vacuum of specific subjects and believe that the best learning environment is one in which students and teachers bring diverse ideas, disciplines, and perspectives to enrich students’ understanding and the classroom experience as a whole. As such, the Skyline Humanities Department tries to integrate its curriculum as much as possible in both the block and split-block model of instruction. The result is that to get an accurate understanding of your student’s work and progress in both our classes, some assignments demonstrate learning in both subjects and consequently belong in both grade books on Family Access. The number of points entered in the two grade books might be different, depending on the discipline in which the assignment was the focus, as this would best reflect the student’s progress in each discipline. Teachers generally try to inform students when this will occur, and if there are any questions about a particular assignment students are encouraged to inquire. With this method, we believe both teachers and parents will be best able to track students’ progress and best understand their strengths and areas for growth.

93 - 100% A 80 - 82% B- 67 - 69% D+

90 - 92% A- 77 - 79% C+ 63 - 66% D

87 - 89% B+ 73 - 76% C 60 - 62% D-

83 - 86% B 70 - 72% C- Below F

**\*\*\*Rounding: To be fair to all students, we do not round grades. There must be a hard cutoff somewhere, and in order assure equity, grades, even at .99, will not be rounded\*\*\***

**GRADE BREAKDOWN**

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| --- | --- |
| **Social Studies** **Category Titles and Percentages** | **Language Arts** **Category Titles and Percentages** |
| 40 | Culminating Assessments and Projects | 40 | Culminating Assessments and Projects |
| 15 | Culminating Writing (Sophomore Project, Semester Essays, Major Rubric and teacher scored writing) | 15 | Culminating Writing (Sophomore Project, Semester Essays, Major Rubric and teacher scored writing) |
| 25  | Process (Homework, some Quizzes, some classwork) | 20 | Process (Homework, some Quizzes) |
| 5 | Vocabulary Acquisition |
| 10 | In-Class Participation (Socratic Seminars, In-class work and discussion) | 10 | In-Class Participation (Socratic Seminars, In-class work and discussion) |
| 10 | Final Exam | 10 | Final Exam |

**ELECTRONIC DEVICES**

You may not use cell phones, iPods/music players, or pretty much anything else with an on/off switch (aside from computers and calculators, when necessary) in class UNLESS YOU HAVE INDIVIDUAL PERMISSION FROM YOUR TEACHER. They should be turned off and put away. If you use any such devices during class, we will confiscate them and hold them for the remainder of the day. In the case of repeated instances, we will confiscate them and turn them into the office and you will receive a detention and your parents will be called.

**CLASSROOM EXPECTATIONS**

1. Both the teachers and students will be courteous to others in the class at all times.

2. Come to class prepared! (pen, red pen, paper, binder, index cards, etc.).

3. Be mature and use acceptable language in class discussions and in writing assignments.

4. Participate in class by engaging in discussion, text interpretation, and listening activities.

While in the classroom, there are three guidelines for conduct that need to be observed. Of course, these golden rules are broad enough to admit a wide range of interpretation, but just let common sense and goodwill determine your behavior. **Respect yourself. Respect others. Respect the classroom environment.**

During class, we expect you to **conduct yourself as adults**—you may sharpen pencils and so on without permission, but only as long as you do so unobtrusively. When you need to use the restroom, simply get up, let one of us know you’re going, go quickly, and do not make it a constant habit. However, when class time is over, remember that we dismiss you, not the bell. You are expected to **remain in your seats until dismissed**. General misbehavior, such as excessive talking, rowdy behavior, etc. will be dealt with by a progressive process including warnings, parental contact, and administration referral. When making your decisions, be smart, and make good choices. ***You may do almost anything you want in this class as long as it does not cause a problem for anyone else.***

**SUGGESTED MATERIALS** As soon as possible, please get and bring the following to class:

1. Blue, black, and red pens (at least two of each).

2. Highlighters (at least two).

3. A three-ring binder or folder organizational system (for your own personal use).

4. College ruled notebook paper.

5. 100-count pack of standard note cards.

6. Assignment book, calendar, or personal planner.

Occasionally you may want various other supplies (colored pencils, construction paper, etc.). On days when you will need these we will either give you advanced warning or supply them for you.

**Although you will be issued a *Western Civilization* and a *The Twentieth-Century World and Beyond* textbook for history, and you will have reading from it, we will never use it in class. Take it home and keep it there unless otherwise instructed. ALWAYS BRING LANGUAGE ARTS NOVELS TO CLASS.**

**PRINTING POLICY**

While in the library or lab, students have access to a variety of resources at Skyline. However, in order to manage our supplies, increase student accountability, and protect the environment, according to school policy, **students may only print 30 pages worth of material per month**. Once they have hit their limit their printing capabilities will be shut off until next month. If that occurs, students should print page at home, at a private resource center, or at the King County Public Library, etc.

**LATE ASSIGNMENTS**

Late work may be accepted for partial credit during the unit in which it was assigned. Late work will not be accepted after the unit is complete. **This policy of late assignments only pertains to “process” work. Projects, essays or other “culminating” work is due on its assigned date.** This means that even if you are not at school the day the assignment is due, you must make arrangements to get it to us (even if it is simply via email) on that day. All major assignments are due **at the beginning of the period on the day they are assigned.** This includes binding, labeling, etc. **Only students whose absence is excused or school-related will be able to make up reading quizzes or discussions.**

**ABSENCES AND TARDIES**

If you have an excused absence, you will have the same number of days missed for make-up. Write **“absent” AND THE DATE YOU WERE GONE** on the top of any absent work that you turn in. Tests are to be made up before or after school by appointment, and the make up time must be scheduled within 1 week of your return to school. Only students with excused absences will be allowed to make up work. Work not turned in within these time frames will earn no credit.

Also, it is essential that you arrive in class on time both for your learning and so that you do not disrupt class. Our class will begin on Skyline’s stated bell schedule, and you are expected to be in your seat at that time and ready for class—not walking in the door, talking to friends, or migrating towards your seat. First and second offences per semester result in a warning. The third offense results in an after-school detention, and the fourth offense results in a parent call and a referral to administration.

**PARTICIPATION POLICY**

**Participation:** This is a large, interactive class. For everyone to be successful, we need conversation and behavior to be organized and appropriate. You’ll earn participation points by completing certain assignments, listening respectfully to others, and contributing your unique ideas to the discussion. If you have an unexcused absence, you earn 0 points for that day.

        1. Each student may earn participation points by…

* + …completing activities
	+ …participating in group activities

        2. Each student may lose participation points for …

* …Not participating in class discussions
	+ …An unexcused tardy
	+ …Being unprepared
	+ …Incomplete activities
	+ …Disruptive behavior, such as but not limited to these:
		- Talking without permission
		- Having your phone out
		- Eating, drinking, or gum-chewing
		- Getting out of your seat without permission

**\*\*RETURN THIS PAGE TO Maners/Morales SIGNED BY YOU AND YOUR PARENT/GUARDIAN\*\*\***

**Course Content Signatures: 10th Honors Integrated**

**European & Latin American Studies 2018-2019**

I have read and understand the syllabus and expectations outlined above. If I have any questions I will contact my teacher.

**Student signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Printed student name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student email**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Printed parents’ names**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent email & phone for teacher notifications**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PLAGIARISM/CHEATING**

**Academic Integrity/Honesty Policy:**

Academic integrity speaks to a student’s commitment and responsibility to pursue scholarship openly and honestly. It respects the concept that *learning* is the primary purpose of education, secondary to grades and credits.

Academic Dishonesty is defined as any action or attended action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other student.

A student shall not attempt to earn credit or receive a grade for coursework (tests, quizzes, assignments, discs, projects, essays) in a manner other than defined as acceptable by each instructor.

Academic Integrity violations are tracked throughout a student’s entire high school career (grades 9 – 12). Academic Integrity violations include, but are not limited to:

* **Plagiarizing** or submitting any part of another person’s work as representing ones’ own scholarship
* **Distribution/sharing of class assignments or test information** in either written or verbal form to another student without teacher permission
* **Unauthorized Collaboration** – working with others without the specific permission of the instructor on assignments that will be submitted for an individual’s grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.
* **Collusion** – supporting the lack of integrity/honesty by another student, as in allowing one’s work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one’s own work, or the work of another, unless specifically authorized by the teacher.
* **Technology Malpractice** – any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

*I have read the Academic Integrity/Honesty Policy. I understand and agree to honor it in content and in spirit.*

Student’s Name Signature Date

Parent’s Name Signature Date