

# 10th grade Global Class Syllabus (2017 - 2018)



## Teachers:

- **Maryurin:** Room 247, [maryurin@facinghistoryschool.org](mailto:maryurin@facinghistoryschool.org)
- **Alexa:** Room 257, [alexa@facinghistoryschool.org](mailto:alexa@facinghistoryschool.org)

**Tutoring:** Lunch, every other Monday, Thursdays after-school. Other times and days available, just contact your classroom teacher(s).

**Google Classroom Code:** \_\_\_\_\_



## Class Overview:

Welcome back to school! This year will be an exciting one to learn about major topics that have impacted and forever changed the course of history; and the lives of millions of people around the world. Together we can make this course one that will have a lasting impact on you and the way you view yourself, others, and the world at large. We look forward in guiding you in becoming lifelong learners with skills and knowledge for your academic and future success. We encourage you to be active and thoughtful participants and leaders of our FHS community and your own home community.

This is an important year for you as a sophomore as you begin to prepare for the performance-based assessments. This is a portfolio and a panel class. **You will complete and present your PORTFOLIO in January 2018 and your PANEL in June 2018.** The goal is to pass your portfolio and panel as well as pass the class to earn the two credits that will allow you to move on to 11<sup>th</sup> grade. Some of the major topics we will be studying in this class include: *Geography, Revolutions around the World, Universal Declaration of Human Rights, Genocide and International Justice*. Some of the skills we will learn and use include: close reading, reading strategies, writing essays, citing sources, analyzing primary source documents, writing critically, researching, writing an annotated MLA bibliography, understanding historical perspective, speaking skills (critical dialogue), and many more.

- ***Class Framing Questions: What does it mean to be human? Who gets to decide?***
- ***Semester 1: How do power and ideas affect human interaction?***
- ***Semester 2: What responsibilities do countries have to their own citizens? What responsibilities do citizens have towards each other?***

## Classroom Expectations:

**BE PREPARED!** You must come to class EVERYDAY with the following materials:

- Notebook, folder, pen and pencil and Loose leaf paper
- Uniform
- Any other materials we may need for class work and projects

You will not be allowed to go to your locker after the bell rings! Organization is crucial in this course so please keep all packets, handouts, and homework organized with you in your bookbag or in your class folder.

**BE ON TIME!** Please be in your assigned seat when the bell rings working on the Do Now/assignment.

**BE RESPECTFUL!** As part of this class you must respect your classmates, your teacher and yourself!

## Grading Policy:

Your final grade for the semester will depend on the following variables:

- ★ **Learning Activities: 40% (Layer C - Class work, Participation, Achieve 3000 and Homework)**
- ★ **Formative Assessments: 30% (Layer B - Quizzes, Writing Assignments, and Projects)**
- ★ **Summative Assessments: 30% (Layer A - Tests, Writing Assignments, and Projects)**

***\*\*Summative Assessment Grades: Summative Assessments always have the opportunity to be revised IF a student wants the higher grade. See teacher for more information.***

Please log into **PupilPath** to track your progress throughout the year! If you need assistance logging on please see your advisor or check in with me during lunch. In addition, all assignments will be uploaded to **PupilPath** for you to access, complete, and submit on due date. If you are absent or miss class, please see your teacher and check **PupilPath** for the missing assignment(s). Extra hard copies will also be available in the Global Binder.

### Tentative Formative and Summative Assessments Dates:

*(Disclaimer: These are subject to change based on numerous variables that affect the pacing of the course.)*

Unit 1: Geography	Unit 2: Writing	Unit 3: Revolutions Around the World
<i>Diagnostic: 9/15 Formative 1: 9/25 Formative 2: 9/29 Summative: 10/2-10/4</i>	<i>Diagnostic: 10/10 Formative: 10/16 Summative: 10/20-10/25</i>	<i>Diagnostic: 11/3 Formative 1: 11/9 Formative 2: 11/16 Summative 1: 11/20-22</i>

***If you do all of the above, you will be on track for SUCCESS!!***

Always keep a copy of the syllabus in your Global folder.

\*\*\*Parents/guardians please read through the course syllabus with your child. If you have any questions or concerns please do not hesitate to contact me.

If you need to contact me, you may do so by cell number **(917) 449-6563** or by email:  
**maryurin@facinghistoryschool.org**

# 10th grade Global Fall Semester Curriculum

*Course Framing Questions: What does it mean to be human? Who gets to decide?*

Teachers: Maryurin, Cindy & Andrea

<p><b>Semester Essential Question:</b> <i>How do power and ideas affect human interaction?</i></p>	<p><b>Unit 1 - Geography</b></p>	<p><b>Unit 2 - Writing</b></p>	<p><b>Unit 3 - Revolutions Around the World</b></p>
<p><b>Common Core &amp; FHS Skills</b></p>	<p><i>EQ's: How do we learn about and relate to the physical world around us? How does geography impact and influence our identities?</i></p> <p><b>WHST 1</b> - Write arguments focused on discipline specific content.  <b>RH 2</b> - Independently use CLOSE Reading and Great 8 to determine central idea of primary and secondary sources.  <b>WHST 6</b> - Use technology to produce, publish, in response to feedback.  <b>WHST 8</b> - Gather relevant information from multiple authoritative print and digital sources  <b>WHST 9</b> - Draw evidence from informational texts to support analysis  <b>WHST 7</b> - Conduct a short as well as more sustained research project to answer a question</p>	<p><i>EQ: How does writing help us learn about the ideas, values and beliefs we encounter in our communities and society?</i></p> <p><b>WHST 4</b> - Produce clear and coherent writing for task, audience and purpose.  <b>WHST 8</b> - Gather relevant information from multiple authoritative print and digital sources.  <b>RH 2</b> - Independently use CLOSE Reading and Great 8 to determine central idea of primary and secondary sources.  <b>RH 1</b> - Cite specific textual evidence to support analysis of primary and secondary sources.  <b>WHST 5</b> - Develop and strengthen writing as needed by planning, revisions, etc.  <b>WHST 6</b> - Use technology to produce, publish, in response to feedback.  <b>WHST 8</b> - Gather relevant information from multiple authoritative print and digital sources  <b>WHST 9</b> - Draw evidence from informational texts to support analysis  <b>WHST 7</b> - Conduct a short as well as more sustained research project to answer a question</p>	<p><i>EQ: How does revolution change society?</i></p> <p><b>RH 3</b> - Determine how earlier events caused later ones or simply preceded them (Enlightenment -&gt; Revolutions).  <b>RH 2</b> - Independently use CLOSE Reading and Great 8 to determine central idea of primary and secondary sources.  <b>RH 1</b> - Cite specific textual evidence to support analysis of primary and secondary sources.  <b>WHST 6</b> - Use technology to produce, publish, in response to feedback.  <b>WHST 8</b> - Gather relevant information from multiple authoritative print and digital sources  <b>WHST 9</b> - Draw evidence from informational texts to support analysis  <b>WHST 7</b> - Conduct a short as well as more sustained research project to answer a question</p>