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| **Focus Syllabus****2017-2018** | **Mrs. Garfield****Phone: 503.431.5673****Email: kgarfield@ttsd.k12.or.us****Website: garfieldtheteacher.weebly.com** |

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| **Focus is a Freshman class designed to:** |
| * Introduce students to the Tualatin High School community, support services, and the academic expectations and citizenship standards required of high school students.
* Develop specific reading, writing, and research skills necessary for high school success in all content areas and prepare students to be college and career ready.
* Provide a discussion rich environment for gaining perspective on global issues that have affected their world and may continue to impact their future.
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| **Course Units:** |

**SEMESTER 1**

Unit 1: Welcome to High School

* Development of a successful individualized platform upon which success in high school can be built.
* Familiarize yourself with high school expectations, procedures, and locations.
* Learn about the support available to you and how to avoid common mistakes.

Unit 2: Careers and Educational Pathways

* Develop and discuss a current plan designed to achieve personal, educational and career goals.
* Assessment: College Banner

Unit 3: Why is the Modern World so Unequal?

* Reconstruct, interpret and represent the chronology of significant events, developments and narratives from history.
* Analyze diverse perspectives on, and historical interpretation of, historical events. Understand how contemporary perspectives affect historical interpretation.
* Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions and art and literature on culture and thought.
* Assessment: Guns, Germs and Steel informative essay

Unit 4: Intro to Politics

* Understand the purpose and function of a variety of government types within the political spectrum.
* Be able to define and explain different types of economic systems.
* Assessment: Reading assessment

**SEMESTER 2**

Unit 5: One city, Three religions: Modern Middle East

* Explain the historical development and impact of major world religions and philosophies.
* Explore the ancient divide within in the Middle East, with a focus on Sunni/Shia and Israeli/Palestinian conflicts.
* Assessment: Reading Assessment using OPVL format

Unit 6: Current World Affairs

* Monitor and analyze current events from around the world.
* Explain the cause and effect of significant global events.

Unit 7: Research Project

* Apply research skills developed over the course of both semesters to create and deliver a research presentation.
* Assessment: Argumentative Essay in MLA format and formal presentation

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| **Grading** |

A cumulative grade based on points awarded is assigned at the end of the semester. Each assignment or assessment will be evaluated using a rubric. Below is an example rubric. Different standards will have different rubrics, but they will be similar to this one:

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|  | **EXCEEDS** | **MEETS** | **DEVELOPING** | **BEGINNING** |
| Category 1 |  |  |  |  |
| Category 2 |  |  |  |  |
| Category 3 |  |  |  |  |
| **TOTAL POINTS EARNED /** |

Grades are calculated using the following percentages:

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| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 100 - 89.5% | 89.4 - 79.5% | 79.4 - 69.5% | 69.4 - 60% | < 60% |

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| **Weighted Grading Categories** |

All assignments, assessments, collaboration and discussion that are completed for a grade will be filtered into one or more of the following grading categories. At the end of each quarter, the student will receive a Personal Management grade.

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| **SECTION TITLE** | **EXAMPLES** | **PERCENTAGE OF FINAL GRADE** |
| **Summative Assessments** | 1. Essays
2. Research projects
3. Class discussions/simulations
4. Tests
5. Presentations of student research, thinking, writing and/or creation.
 | **55%** |
| **Formative Assessments** | 1. In class worksheets/assignments
2. Homework
3. Warm ups/Exit tickets
4. Word of the Day notes
5. Quizzes
6. Completing correctly formatted Cornell notes (summary, highlighter and chunked)
7. Correct and complete MLA style citations are present anytime a source is used
 | **30%** |
| **Personal Management***Represents student’s ability to successfully manage their time, behavior, attitude and assignment; will be entered and/or updated at the close of each quarter.*  | 1. Arriving to class on time and prepared with all material.
2. Participation in all activities and/or discussions.
3. Completing all assignments on time and with effort, accuracy and integrity.
4. Collaborate within a team setting, practicing leadership, fairness and respect.
5. Appropriate behavior during Pack Days
 | **15%** |

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| **Classroom Rules:** |

1. Bring only classroom materials

2. Treat others how you want to be treated

3. Take ownership of your learning and responsibility of your success

Be respectful with your words and actions so that this is a classroom where students feel safe to learn. *Making racist, sexist or homophobic remarks, making threats, taking other people’s property, writing on desks, moving out of an assigned seat, or throwing objects are all signs of disrespect that also distract from learning. Anything that makes for an unsafe environment must be addressed. Thank you for letting me know, in private, if you hear people making racist, sexist, homophobic or threatening remarks, so that I can follow up.*

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| **Classroom Procedures:** |

* Cell phone abuse results in immediate removal of phone for the remainder of the class period. If the phone continues to be a distraction, it will be sent to SAO for the remainder of the school day.
* Please be in your seat by the time the bell rings. I will dismiss you at the end of class.
* No food or drink allowed in the classroom, water is encouraged.

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| **Absences and Late Work:** |

* Absolutely **NO late work will be accepted from a previous unit**.
* Large assignments are due regardless of absence. If you are absent, make arrangements to have your assignment turned in.
* If an assignment is not turned in on the day it is due, it will be deducted accordingly from the Personal Management grading category and you will not be able to receive an “A” on the assignment. All late work will be monitored and will be reflected in your quarterly Personal Management grade.

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| **Website** |

* It your responsibility to find out what was missed and turn in your work. Please check my website, garfieldtheteacher.weebly.com, to locate missing work. Also, come talk to me about missing work on the first day you return to class.

For this course, I have created a website, **garfieldtheteacher.weebly.com**, to help support our learning. On the website you will find lectures, in-class assignments, homework, course documents, readings, announcements, and videos. If you miss class for any reason, this is a great first resource.

Parents, I recommend you also utilize my website to stay up to date with what is being discussed and assigned both in class and for homework.

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| **Standards** |

**Social Studies Standards**

* **SS.HS.1** Evaluate continuity and change in history
* **SS.HS.2** Analyze causes and effects
* **SS.HS.57** Define, research and explain an event's significance to society or history

**Common Core Standards**

**READING**

* [**CCSS.ELA-LITERACY.RH.9-10.1**](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)Cite specific textual evidence to analyze primary/secondary sources
* [**CCSS.ELA-LITERACY.RH.9-10.**](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/)**2** Determine the central ideas of a primary or secondary source and summarize how key events develop during the text

**WRITING**

* [**CCSS.ELA-LITERACY.WHST.9-10.1**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/) Write arguments to support claims using valid reasoning, and relevant and sufficient evidence
* [**CCSS.ELA-LITERACY.WHST.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/)
* [**CCSS.ELA-LITERACY.WHST.9-10.7**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject
* [**CCSS.ELA-LITERACY.WHST.9-10.8**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

**SPEAKING and LISTENING**

* [**CCSS.ELA-LITERACY.SL.9-10.1**](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

**College and Career Readiness Standards**

1. Act as a responsible and contributing citizen by modeling integrity, ethical leadership and

 effective personal management

2. Work productively in teams while using cultural global competence

3. Communicate clearly and effectively and with reason

4. Utilize critical thinking to make sense of problems, considering environmental and social impacts

5. Employ valid and reliable research strategies

6. Apply appropriate academic skills and use technology to enhance productivity

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| **SPECIAL NOTES OF EMPHASIS** |

HB 2220

Recent changes to Oregon State law require school districts to separate academic performance from behavior in the grading process. A new TTSD report card and transcript system is under development to meet these requirements and we will forward more information as this new system is implemented.

TAG statement

To ensure that students designated as "Talented and Gifted" (TAG) receive academic instruction that is appropriate for their rate and level of learning, the curriculum and instruction of this course may be differentiated to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension/challenge activities (this will be different work of a complementary nature and not extra work on top of existing assignments). At any time, TAG students are encouraged to meet with me if they feel the rate or level of learning in the class does not meet their needs.

TTSD Technology AUP and Academic Honesty:

Please refer to the TTSD acceptable use policy and TuHS Student Handbook regarding use of school provided technologies and academic honesty expectations.

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| **Focus Contract** |

I have read, understand, and agree to comply with the expectations and grading for Ms. Garfield’s FOCUS class for the 2017-2018 school year. **I am aware of the TTSD acceptable use policy governing technology (Refer to the TuHS student handbook) and acknowledge my acceptance.**

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Student Full Name (print)

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Student Signature

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Parent or Guardian Full Name (print)

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Parent or Guardian Signature

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**Dear Parent(s) and/or guardians, this portion of the syllabus form is regarding movies that will be shown in class this semester. Movies are only shown for instructional purposes. The movies may be rated PG 13. Students are required to have permission from their guardian or parent to participate.**

**My student has my permission to watch PG-13 rated movie clips in class. Movies are only shown for instructional purposes.**

**\_\_\_\_ I give permission \_\_\_\_\_ I don’t want my child to see these movies**

**Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**