



TIESS 2 - 2016-17 Course Syllabus

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*Please use Synergy regularly to check grades and look for messages from teachers. If you have any questions or difficulty accessing Synergy, please contact Lisa Van Sickle at 494-6312, or by email at lisa.vansickle@district6.org.

Course Overview:

T.I.E.S.S. stands for Team Integrated English and Social Science. This is a two-year course that integrates requirements for English and U.S. and World Studies. The course will focus on helping students meet Oregon standards in reading, writing, speaking and social science. TIESS is taught during a two-period block by social science and English teachers. The content studied is **organized into thematic units that explore key issues, both historical and current, in world and US history**. Each unit studied integrates social studies and English skills and content, and because the class is fully integrated, you will **earn the same grade** for English and US/World Studies I.

By completing the TIESS two-year program, students should **earn a total of 11 credits**.

- Tenth grade TIESS students should earn five credits by the end of their school year, including two English credits, two social studies credit, and one elective credit (Communications/Technology 2).

At the end of their sophomore year, interested students can travel with us to the east coast to **visit Washington D.C., Philadelphia, and New York**. This trip is optional and this year's cost is approximately \$2,700, which includes the bus trip to and from the Portland Airport, all of our airfare, hotels, entrance fees, breakfasts and dinners, as well as tips for our tour guides and drivers. Spending money and lunch money are the only things not included. This is an amazing opportunity for students to see what they've learned in the classroom come to life. Passing grades as well as maintaining safe, respectful, and responsible behavior are prerequisites for participating in the trip; school administrators have the authority to refuse access to students who do not uphold these standards.

Explorica Tour ID: Arnold-4209

Trip Dates: Leave Crater on the afternoon of **June 8th** and **Return** to Crater 3am on **June 17th**

Fundraising

- Saturday September 12th—?? Central Point Citywide Yard Sale (student parking lot) ??
- Raffle—Begins in January 2017 (We need every student who is going on the trip to get at least one donation for the raffle.)

Grading:

In TIESS, we strive to prepare students for graduation and beyond. Students will earn a letter grade for their skill and performance in the class. Their letter grade will be determined by their performance in the following categories:

Mastery of Learning Targets:

- 20% of their grade: Targeted Assignments (daily graded assignments and/or homework)
- 30% of their grade: Tests and Quizzes (or skill checks)
- 50% of their grade: Performance Tasks (more information below)

Application of Learning

- **Performance Tasks**
 - Performance tasks are used so students can demonstrate their mastery of skills and concepts taught in TIESS.
 - A variety of performance tasks will be used throughout the year. Some examples include: Socratic Seminars, projects, essays, presentations, speeches, etc.)
- **Essential Assignments**
 - Some of the Performance Tasks will be designated as Essential Assignments. Essential Assignments are tasks that students **MUST** complete and earn 70% or better on in order to pass the class.
 - For example, if a student is asked to write an essay and the essay is designated an Essential Assignment, the student would complete and submit the essay to the teacher by the due date. Then the teachers would grade the essay and return it to the student.
 - If the student scored lower than a 70% on the task, the student would be given two weeks to fix and resubmit the essay.
 - During that two-week period, students may need to fix and resubmit multiple times in order to reach a minimum of 70%.
 - If a student chooses not to rework the Essential Assignment and does not earn a 70% or better, he or she will not be awarded credit for the class.
 - Also remember, your teachers will not grade your Essential Assignments until they are complete. **We will not grade incomplete Essential Assignments and then give you more time to finish it.** That would be unfair to the other students who completed the task on the due date.
 - The highest possible grade for a reworked/resubmitted Essential Assignment is an 85% on that assignment.
 - **For Essential Writing Assignments:** Students must earn 4s or better on the 6-trait writing rubric to pass the essential writing assignment with a 70% or better.

**See Late Work and Absent Work policies later in the syllabus for additional grading information.*

Hard Deadlines

Each unit will have a Hard Deadline attached to it. That is the last possible day to turn in or make-up missing work for that unit. Once the deadline has passed, work from the past units will no longer be accepted.

Hard deadlines will be set for one week after the end of a unit.

Learning Behaviors

In TIESS we focus on building skills and behaviors that will help all students be successful both academically and personally in the work force. We feel that developing the learning behaviors listed below is key to helping your student be prepared for life outside of school. While these areas are not directly graded, they are built into assignments or projects which are graded.

- Personal Management
 - Your work habits and work ethics (for example: time management, initiative & organization, persistence, punctuality, accountability, problem solving and goal setting)
- Team Work
 - Your ability to work cooperatively and respectfully, your participation, empathy, accountability, and communication during group assignments
- Precision
 - Your dedication in creating accurate, high quality work

Group Projects

In TIESS, students will often work in groups to complete small assignments as well as large projects. Collaboration and team work are essential to TIESS. Working with other students in small groups helps **develop higher order thinking skills like problem solving** (identifying a problem and working together to seek a solution). It also **teaches students personal management and team work**, and encourages students to work together to **create accurate, high quality work**. Collaboration also contributes directly to **improving their communication and presentation skills**. For these reasons students will work in many different groups throughout the year. We recognize that students sometimes struggle when working in small groups, but collaboration is a life skill that is essential for future success. A group project grade is made up of several components including both an individual student grade and an overall group grade.

TIESS 2 Course Outline

Trimester 1: The Nature of War

Why does mankind go to war? Why do nations and people fight one another? War has occurred in every country on Earth. The *Ancient History Encyclopedia* states that "The first war in recorded history took place in Mesopotamia in 2700 BCE between Sumer and Elam. The Sumerians, under command of the King of Kish defeated the Elamites in this war and, it is recorded, 'carried away as spoils the weapons of Elam.'" According to Chris Hedges, author of *What Every Person Should Know About War*, he states that 108 million people were killed in wars since the start of the 1900s.

In this unit we will analyze multiple wars in order to try to answer the following essential questions:

- EQ1—What is war?
- EQ2—Why do wars happen?
- EQ3—What are the effects of war?
- EQ4—Under what circumstances is war justifiable?
- EQ5—What is the role/responsibility of a citizen during a time of war?
- EQ6—Can wars be prevented?

Other notable information about this trimester:

- Our class novel is *Night* by Elie Wiesel (about the WWII Holocaust).
- The Honors TIESS students will also read either *The Book Thief* or *Forgotten Fire*.
- All students will write a War Narrative, which is one of our essential assignments.

Trimester 2: Social Justice

Growing up you were probably taught the golden rule which is to treat others how you wish to be treated, or in other words, to treat everyone with love and compassion. And if everyone around the world followed this maxim, we would all live in healthy and happy communities. However, despite these words of wisdom, millions of people around the world have faced and continue to face oppression and injustice based on their age, gender, disability, ethnicity, race, sexual orientation, religion, and/or class.

In this unit we will analyze several movements for equality that have taken place including the women's suffrage movement, the civil rights movement, and other more modern examples in order to answer the following essential questions:

- EQ1—What is oppression?
- EQ2—What are the causes and consequences of prejudice and injustice?
- EQ3—How can we achieve equality for all? Is it possible to overcome bias and prejudice?
- EQ4--Is equality for all the right goal? If not, what is?
- EQ5—What are the responsibilities of the individual in regard to issues of social justice?
- EQ6--How does an individual's response to prejudice and social injustice reveal his/her true character, morals, ethics, and values?

Other notable information about this trimester:

- Our class novel will be *To Kill a Mockingbird* by Harper Lee.
- The Honors TIESS novel is still TBD. We're trying to find a different novel than we usually use.
- Every student will participate in an exhibition in the student center at the end of trimester two. It will be in the evening and parents, teachers, and community members are asked to attend.

Trimester 3 (One period of English only):

This trimester will focus on three things: Greek Mythology, William Shakespeare, and argumentative writing. In addition, to best prepare you for junior year, we will also complete work samples for reading and writing.

TIESS Learning Targets:

Students are working toward developing and improving their skills in the following:

Literature & Informational Text

Key Ideas and Details:

Students will be able to...

- Make inferences
- Determine central ideas and themes
- Summarize ideas and key details
- Cite textual evidence

Author's Craft & Structure:

Students will understand...

- How an author's word choices shape the meaning or tone of a text
- Text structure
- The impact of the author's POV in text

Integration of Knowledge and Ideas:

Students will be able to...

- Analyze a topic/event from multiple sources and/or various accounts
- Evaluate the credibility of sources and content

Writing

Students will be able to...

- Develop and strengthen writing
- Write arguments to support claims
- Write informative and explanatory texts to share information/ideas
- Write narratives, both personal and imaginative
- Write research/investigative papers
- Incorporate evidence to support analysis, reflection and research

Language

Students will be able to...

- Demonstrate command of Standard English: grammar, conventions, and usage
- Apply knowledge of vocabulary: including meaning (literal and figurative), usage and context

Speaking & Listening

Collaboration & Conventions

Students will be able to...

- Prepare for and participate in collegial discussions and conversations: come prepared, respond thoughtfully, make connections, justify with evidence, be open to different perspectives
- Deliver Presentations that are clear, concise, logical, organized, and developed with evidence
- Utilize digital media (graphs, videos, images, etc.) to enhance understanding

Historical Knowledge

Students will be able to...

- Evaluate continuity and change over the course of history.
- Analyze the causes and effects of significant events in history.

Historical Thinking

Students will be able to...

- Create hypotheses and support them with evidence from a variety of primary and secondary sources, including contradictory data.
- Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
- Differentiate between facts and historical interpretations based on author's judgment.

Civics and Government

Students will be able to...

- Describe US foreign policy and evaluate its impact on the US and other countries.
- Examine and evaluate documents and decisions related to the Constitution and Supreme Court.
- Explain the role of government in various current events.
- Explain the responsibilities of a citizen.
- Examine the pluralistic realities of society (race, poverty, gender, age, etc.), recognize issues of inequality, and evaluate the need for change.

Geography

Students will be able to...

- Create and use maps, technology, imagery, and other geographical representations to extrapolate and interpret geographical data.
- Synthesize data derived from geographic representations.

Social Science Analysis

Students will be able to...

- Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- Demonstrate the ability to be a critical consumer of information.
- Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short and long-term effects.
- Propose, compare, and judge multiple responses, alternatives, or solutions and then reach an informed, defensible, supported conclusion.
- Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

STUDENT'S RESPONSIBILITIES

TIESS' Classroom Procedures ("BE Safe, BE Responsible, BE Respectful")

Absences:

If you know ahead of time that you will be absent, it is your responsibility to talk to the teacher and get your work before you leave. If you are sick or have an unplanned absence, see us as soon as you get back to get your make-up work. Turn absent work into the wall file for your period. Make sure to **write ABSENT** and the dates absent at the top of the assignment before turning it into the wall file. **DO NOT HAND US ABSENT OR LATE PAPERS!**

Tardies:

Please be in the room and headed to your seat when the bell rings. If another teacher needs to keep you late please ask for a pass to class. After your third tardy, you will receive a verbal or written warning reminding you to get to class and your seat on time. After the fourth tardy a referral will be written and detentions will be assigned. Subsequent tardies can result in detentions, in-school suspension, etc.

Test Make-up and Retakes:

- If you are absent on the day of a test, you should come in and take the test within a week of the absence.
- You cannot make-up or retake a test during class time.
- You can retake a test **ONLY IF** you (1.) complete ALL of the Skill Practice Assignments for that unit and (2.) you actually tried to pass the first test and did not leave big sections or portions of the test blank.
- You must schedule a time to retake the test with the teacher.
- All retakes must be completed before the Hard Deadline of the unit has occurred.

Late Work Policy

- Assignments must be turned in when called for and collected each day.
- If they are not in the teachers' hands during the collection of papers, the assignment is late.
- Late work is worth up to 70%, **IF** the work is well done.
- Late work can be turned in until the end of a unit deadline.
- **Once the unit deadline has passed, no late work will be accepted.**
- **DO NOT HAND US ABSENT OR LATE PAPERS!** Turn them into the wall folder.

Exemptions to Late Work Policy

- Because ESSENTIAL ASSIGNMENTS must earn a 70% or better in order for the student to pass the class, students may be given up to two weeks to rework and resubmit.
- The highest grade possible for a resubmitted Essential Assignment is an 85%.

Incomplete Assignments

- Assignments that are turned in incomplete will be passed back to the student for completion.
- The revised assignment will need to be resubmitted to the wall file for your period and will be scored following the late work policy above (cannot earn better than a C on the assignment).

No Name Papers

- Papers turned in without a name will be placed in the "No Name" wall file in class. If you find one of your papers there and resubmit it with your name on it, the assignment will be scored following the late work policy (cannot earn better than a C on the assignment).

Leaving the Room (Bathroom/Drinking Fountain/Health Center):

In between classes is the time to use the restroom and the drinking fountain. You will also have a four-minute break in-between your TIESS classes for just that purpose. In addition, asking to go to the Health Center should be saved for emergencies only. If you need to make an appointment with the Health Center do it before school or at lunch. However, because these privileges are often abused by students, students will be allowed to go to the bathroom, get a drink, go to their lockers three times without penalty (each trimester).

Electronic Devices & Accessories:

Cell phones, I-pads, tablets, laptops, etc. along with all accessories must be off and out-of-sight unless specifically stated by the teacher. This includes ear buds/headphones. **We don't want to see them or hear them.** If you violate the rule a referral will be written and a detention assigned. Keep them away until you have a break between classes, before or after school.

When Class Ends:

Wait until we dismiss you to leave the room. We expect that everyone is in their seats, that the room is picked up, and that we have finished talking before we will dismiss class. Please **DO NOT LINE UP AT THE DOORS.**

Honors Credit (previously called Pre AP):

Students need to challenge themselves starting in 9th grade if they want to be ready for the rigors of college. CAHPS offers a variety of college prep courses designed to prepare students for life after high school. In TIESS we do this by offering Honors credit to interested students. **Honors is an option and not a requirement.**

Our Honors program is designed to push students toward a more analytical & in-depth study of specified content. This doesn't always mean just assigning them a larger workload. Major activities, assignments, projects, and tests will be modified to better challenge the Honors students. That means that all students will be responsible for certain parts of the curriculum but other parts will be substituted with Honors course work. It is the student's responsibility to look for Honors portions on the assignments and the tests and to complete them.

In TIESS, students have the option of earning Honors credit for English and social science; however, because the program is fully integrated, students must commit to doing Honors work in both subject areas in order to have Honors English and Honors US/World Studies on their transcripts.

One example of an Honors requirement is our Book Talk group. All Honors students will participate in discussions about a specific book. The discussions might be organized in a Socratic Seminar or Literature Circle format. Honor students will be assigned a group novel or non-fiction book that they will need to read, in addition to any book we are reading as a whole class. The Book Talk book can be used in place of an SSR (Silent Sustained Reading) book.

If you are interested in Honors credit, please sign and complete the Honors side of the contract (at the end of this syllabus) and return it to your teachers as soon as possible. Remember, **you must commit to a full trimester of Honors credit.** If at the end of a trimester we (parents/teachers/student) determine Honors credit is not the right choice for a student, changes can be made.

Questions? Email me at Karilu.james@district6.org or Chris.arnold@district6.org .

TIESS SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and **return this portion to me by Friday September 9th**. Be sure to place the rest of your syllabus into your interactive notebook/binder for TIESS.

I have read and understand the course expectations and policies:

Print Student Name Neatly

Student Signature

You, your daughter/son, and I are partners in your students' education. You can help him/her succeed by checking with them as often as possible about their progress and logging into Synergy. Please also plan on attending parent/student teacher conferences October 26th and 27th and March 22nd and 23rd. Contact us any time with questions or concerns. Email is the easiest and quickest form of communication for us.

Parent/Guardian Name (Print)

Parent/Guardian Signature

Parent/Guardian Email – please print neatly _____

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student? Yes No If yes, work number: _____

Is there anything else we need to know about your son/daughter that will help him/her be more successful in class?

HONORS Student and Parent/Guardian Contract

ONLY IF YOU WANT HONORS CREDIT, Please Return This Page To Class

By signing this contract, you are stating that you have read and understand the HONORS credit requirements, and that you agree to uphold them.

Student's Printed Name

TIESS Periods

Student's Signature

Date

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

****We recommend that all HONORS students purchase their own copy of the Honors books we will read. This allows them to mark up the book the way a college student would do. Students can check the book out from the library, but it is extremely helpful to be able to own a copy and mark in the book.**

If you have any questions regarding our program, HONORS expectations, please contact us by email chris.arnold@district6.org or karilu.james@district6.org or by phone 541-494-6250.