

10th Grade Individuals & Societies

Course Syllabus

Course Description:

Building upon content and skills developed in Years 1-4 of the IB MYP, 10th Grade Individuals & Societies is an innovative, interdisciplinary course that focuses on giving students adequate advanced knowledge in the humanities and social sciences while also building confidence and preparation for Global Civic Engagement. In this way, 10th Grade I&S helps bring to fruition what it means to become a “compassionate global citizen” in line with the Willows Preparatory School mission.

Supply List:

To be successful in this class, students will need to obtain the following materials:

- 3 inch Three-Ring Binder (Dividers and tabs will be useful)
- Writing Utensils
- Highlighters (two colors minimum: yellow/blue, more preferred)
- Notebook (as included in the general materials via School)
- Microsoft OneNote

Texts:

- *On Tyranny: Twenty Lessons from the Twentieth Century* by Timothy Snyder
- *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo
- *Numerous Others Assigned via OneNote and on Paper.*

Learning Objectives

10th Grade Individuals & Societies is a complex course, with many projects and learning goals. Below are some of the most important learning objectives for students:

- Read, analyze, and comprehend complex documents
- Utilize historical analysis and thinking skills, such as: close reading, corroboration, contextualization, evaluating sources, etc
- Construct sound, logical arguments with clear evidence and reasoning
- Develop conceptual understanding in a variety of I&S related concepts, such as: democracy, diversity, change, global systems, sustainability, culture, power, etc.
- Gain relevant content knowledge in various I&S disciplines, mainly History, Geography, Politics, and Economics

Student Evaluation & Assessment

The grading system for 10th Grade Individuals and Societies follows the IB MYP Model. Below, I have elaborated upon how this system works in my classroom.

Criteria A: Knowing & Understanding	- 20%
Criteria B: Investigating	- 20%
Criteria C: Communication	- 20%
Criteria D: Critical Thinking	- 20%
Formative Score (Includes Portfolio/Binder, Class Participation, etc)	- 20%

Note for Parents: IB Grading is exciting and unique, and sometimes it can be challenging to learn at first. Here are a few pointers for parents:

- Formative scores are worth 20% of the overall grade and are used to gauge student learning in order to deliver more appropriate feedback **live and in real-time**. Thus, formative work **does not**

receive feedback on ManageBac or in OneNote. The system for “binder checks” will help to give students feedback with what they need live and in real-time. Formatives can be thought of as **practice for** summatives.

- Students **will** have opportunities for revision. Whether using the revision policy below, through extra credit opportunities, or through using future work to their advantage, students can use a variety of means to revise work. However, note that IB grading is not “cumulative.” Final grades in the criteria are based on growth over time, not averages. Thus, one or two low scores on a Summative will not necessarily dictate a student’s grade, especially if they use the opportunity for growth.

Plagiarism, Cheating, and Academic Integrity

10th Grade Individuals & Societies takes Academic Integrity seriously. As humanists and social scientists, we are compelled to be transparent and uphold academic honesty with great intention. For our class, we will follow the guidance of the Willows Preparatory School policy.

Technology Use Policy

Technology is a tremendous tool for good. It is also a challenging tool to master. This class makes two things about technology apparent: technology use for students in the 21st century is imperative *and* using technology at the middle school level is challenging. Thus, closely in line with Willows Preparatory School policy, we will be building our technology use skills through appropriate use. To help assist in this process, we will uphold the following policies:

- Students must uphold all aspects of the Willows Prep technology policy in class (See Mr. Kenta Sueyoshi’s policy that students “sign” at the beginning of each year).
- Technology, above all, is a tool for learning that enhances education, not a tool for recreation and distraction. Any inappropriate use of technology will be reported to the Willows Prep administration after two reminders.
- Cell phone use in class is prohibited.

Academic Policies (Late Work, Summative Revisions, Etc)

A core principle of 10th Grade I&S is the practice of a growth-oriented mindset. Classroom policies thus will reflect this. This year we will also be integrating systems for extended learning (more below). The policies listed below are subject to revision but are the basic guiding policies of this classroom.

Summative Revisions

- On any Summative, students who receive a **3 or lower** will be able to revise their work for a higher score, up to a 6, as long as the work is completed within **1 week** of receiving the grade. After 1 week, students may revise for a score up to a 5. After two weeks, Summatives can be revised on a **case-by-case basis**.
- Scores higher than a 3 are the student’s final score on a Summative. This is the case because a 4 is considered to be “the standard.”

Formative Revisions

Formative revisions will be different this year. Because we are using the Portfolio system, students will have a few choices to revise any formative work, which must follow the following protocols:

- A Student’s Portfolio is the majority (approximately 80%) of their final Formative Score. The rest will be dependent on class participation.
- Work from Formatives can be revised at any time, as long as it is during a class period, but it must be communicated to the teacher at appropriate times during classes (during extended work periods or what is known as “project” time). Revising outside of class requires appointment or alternative communication.

- Formatives will be tracked by the teacher, as well as by the student, inside of their portfolio.

Extended Learning (“Extra Credit”)

This year, there will be adequate opportunities for students to push their learning further and deeper. More details will be given to students in classes, but a basic policy is straightforward:

- “Extra Credit” which is henceforth called Extended Learning, is open to any student.
- Extended Learning opportunities can be utilized if and only if students have attempted all Summative assignments. Thus, they will not replace any existing Summative assignments unless otherwise noted.
- Rather, students can work to drop their lowest Criteria Score using Extended Learning Opportunities approved by the teacher. This will increase the likelihood of a higher GPA at semester’s end.
- Students who turn in complete, on-time, and organized Portfolios will also receive an 8 for their formative score, unless class participation has interfered significantly in a negative capacity.
- Thus, the key principle behind Extended Learning is giving students the opportunity to reach beyond the base curriculum in a way that also rewards them.
- Extended learning may only be used up to twice per semester.

Course Units & Schedule (Subject To Revision)

Unit	Potential Themes/Topics	Month/ Timeframe
<i>Unit 1: Media, Information, and Society</i>	<ul style="list-style-type: none"> - <i>Information Society</i> - <i>Media Literacy</i> - <i>Digital Citizenship</i> - <i>Information Ecology</i> - <i>Media’s Influence on Politics & Democracy</i> - <i>Propaganda</i> 	<i>Approximately 9 weeks</i>
<i>Unit 2: The Human Condition: Conflict and Human Rights in the 20th Century</i>	<ul style="list-style-type: none"> - <i>Genocide and Holocaust Studies</i> - <i>Decolonization in a Global Perspective</i> - <i>Conflict in the 20th Century: Emphasis on WWI, WWII, Cold War</i> - <i>Human Rights Across the 20th Century</i> - <i>Nationalism</i> - <i>Philosophy and Human Nature</i> - <i>Structured Academic Controversies and Socratic Seminars</i> 	<i>Approximately 9 weeks</i>
<i>Unit 3: Global Inequality, Poverty, and Sustainable Development</i>	<ul style="list-style-type: none"> - <i>Economic Inequality & Poverty</i> - <i>Geopolitics and Inequality Between States</i> - <i>Sustainable Development</i> - <i>“Rise of the West” and Inequality Across Time</i> - <i>Student Research Papers</i> - <i>Interdisciplinary with L&L</i> 	<i>Approximately 9 weeks</i>

<p><i>Unit 4: Environmental Citizenship: Ecology, Ethics, and Civics</i></p>	<ul style="list-style-type: none"> - <i>Ethics in the “Anthropocene” and related to Climate Change</i> - <i>Ecological Citizenship</i> - <i>Civics and Ethics</i> - <i>Environmental Justice</i> - <i>Ecology and Society</i> - <i>Humans and the Environment</i> - <i>Political Participation</i> - <i>Applied Project (Details Forthcoming)</i> 	<p><i>Approximately 9 weeks</i></p>
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Please check and sign below

_____ *I have read the information and I fully understand what I'm expected to do in class.*

Student Signature: _____

Parent / Guardian Signature: _____