

IDEASS Syllabus

Teacher Contact Information

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Course Description

IDEASS is an Interdisciplinary English and Social Studies course. In other words, this class combines 10th grade English and 10th grade World History. By teaching language arts alongside social studies, emphasis is placed on the study of history as a way to interact with today's world. Additionally, events and patterns are revealed through research and literature so students have a broader understanding of "how we got here." Historical periods of study will include the Renaissance, Reformation, Scientific Revolution, Exploration & Colonization, Enlightenment, French Revolution, Industrial Revolution, New Imperialism, New Global Patterns, Revolutions in 20th century, Global Conflict in 20th century, and the Contemporary World. English skills covered will include research, argumentation, comprehension, and analysis.

How Students Will Be Graded:

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100 percent scale.
- Typed assignments will only be accepted if they are in proper MLA format.
- Categories/Weighting in Infinite Campus:
 - Final grade = 90% (18-week) + 10% (Semester Final)
 - 18-week Assessments: 100%
 - The gradebook will be organized by individual skill areas rather than by assignments.
 - Students must provide sufficient evidence for teachers to determine a grade.
 - 18-week: Behavior Expectations: 0%

- Productivity and Accountability; Collaboration Skills; Organization and Readiness
 - **Grading Scale for Non-weighted Classes:**
 - Letter Grade: A
 - Minimum Percent: 92.5

 - Letter Grade: A-
 - Minimum Percent: 89.5

 - Letter Grade: B+
 - Minimum Percent: 86.5

 - Letter Grade: B
 - Minimum Percent: 82.5

 - Letter Grade: B-
 - Minimum Percent: 79.5

 - Letter Grade: C+
 - Minimum Percent: 76.5

 - Letter Grade: C
 - Minimum Percent: 72.5

 - Letter Grade: C-
 - Minimum Percent: 69.5

 - Letter Grade: D+
 - Minimum Percent: 66.5

 - Letter Grade: D
 - Minimum Percent: 62.5

 - Letter Grade: D-
 - Minimum Percent: 59.5

 - Letter Grade: F
 - Minimum Percent: 59 and below

Board-Approved Standards:

- Students will demonstrate deep understanding of core terms, dates, and places in world history.

- Students will conduct research on a variety of topics in world history.
- Students will analyze historical patterns and use those patterns to argue for current policy.
- Students will read, comprehend, and analyze grade level and primary texts.
- Students will communicate effectively through the use of proper writing, speaking, and collaboration skills.

Course Textbook and Materials

Our World History textbook is 100% online through Discovery Education. We will also use a wide variety of supplemental materials including online videos, online readings, and primary and secondary sources. To access the online textbook follow these instructions:

1. Go to google.discoveryeducation.com
2. Use your school email address to log in to Discovery Education.
3. You do not need a password or username.
4. Once you've logged in, locate the Social Studies "Techbook" icon and click on it.
5. At the top of that page, you will see the word "Course" with a pull down menu. Go to the pull down menu and select World History.
6. Next, scroll and find the appropriate chapter and section you were assigned.

Our Class Website

We will use google classroom to enhance our learning experience. The website will contain critical information including assignments, weblinks, class notes and more.

Course Supplies

Each student will need a notebook for taking notes on reading assignments and class discussions, a folder for organizing handouts, and the school-issued Chromebook.

Book Selections:

The following titles may be used either whole class or choice novels throughout the year.

- *First They Killed My Father* by Loung Ung; *The Crucible* by Arthur Miller; *Black Like Me* by John Howard Griffin; *The Immortal Life of Henrietta Lacks* by Rebecca Skloot; *Impact* by James C. Dekker; *Black Gold: The Story of Oil in Our Lives* by Al Marrin; *Silent Spring* by Rachel Carson; *The Sixth Extinction* by Elizabeth Kolbert; *We are the Weather Makers* by Tim Flannery; *The World Without Us* by Alan Weisman; *Breathe* by Sarah Crossan; *Ashfall* by Mike Mullin; *Flush* by Carl Hiaasen; *The Outliers: The Story of Success* by Malcolm Gladwell; *Frankenstein's Cat: Cuddling Up to Biotech's Brave New Beasts* by Emily Anthes; *The Googlization of Everything (And Why We Should Worry)* by Siva Vaidhyanathan; *Unwind* by Neal Shusterman; *Night* by Elie Wiesel; *Into the Wild* by Jon Krakauer; *A Walk in the Woods* by Bill Bryson; *The Impossible Knife of Memory* by Laurie Halse Anderson; *Alas, Babylon* by Pat Frank; *Things Fall Apart* by Chinua Achebe; *The Things They Carried* by Tim O'Brien; *All Quiet on the Western Front* by Erich Maria Remarque; *Audacity* by Melanie Crowder; *Nickel & Dimed* by Barbara Ehrenreich; *Unbroken* by Laura Hillenbrand; *Fallen Angels* by Walter Dean Meyers; *Code Name: Verity* Elizabeth E. Wein; *Among You* by Jake Wood; *The Other Wes Moore* by Wes Moore; *What Made Maddy Run* by Kate Fagan; *Stiff: The Curious Lives of Human Cadavers* by Mary Roach; *Devil in the White City* by Erik Larson; *A Sense of the Mysterious* by Alan Lightman

Guiding Practices:

Learning Process

The learning process will include reading strategies, writing practice, note-taking, class discussions, creative projects, quizzes, tests and much more. Such tasks are designed to allow students to learn the content and skills necessary to be successful in the course and prepare for higher learning. Differentiation will occur whenever possible. In order to enhance student learning, we may utilize video clips from films that may be rated R, typically for violence. We make this decision carefully. An alternative task may be completed by your son/daughter if they so choose.

Multiple and Varied Assessment Opportunities

All students should have multiple and varied assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include being reassessed on only the content/skills not mastered, spiraling assessment of content/skill on subsequent assessments, reassessment of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for reassessment opportunities include the following:

- Students will be provided the opportunity to be reassessed - best practice is to provide additional opportunities for students to demonstrate learning during future assessments.
- Teachers determine appropriateness and authentic need for reassessments.
- Reassessment method will be provided at the discretion of the teacher.
- Reassessments will be given within a reasonable time frame that the teacher determines and students will be communicated with in advance.

Homework / Independent Practice

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

Extra Credit and Bonus Points

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

***Late/Missing Work Policy**

Any assignment not turned in on the due date will be considered late and marked as "Missing." Late work may be turned in no later than two weeks after the official due date. During this two week period, the student will need to contact his/her parent/guardian about the assignment. The student will need to meet with a teacher to show that they are working towards fulfilling the learning goals and assignment's expectations. Also, students will be assigned one of the following interventions to support academic or

behavior needs: 1) before/after school time with an English 10 teacher; 2) after school S.O.S.; or 3) Wednesday Seminar.

Behavioral Expectations

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed [here](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards:

MS = Meets Standard

PM = Partially Meets Standard

DM = Doesn't Meet Standard

NE = No Evidence

Formative and Summative Assessment:

Definitions

- **Formative Assessment:**
 - Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:**
 - Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

These descriptors are intended for feedback and communication and do not impact a student's GPA.

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