IB HL 2 Literature Syllabus 2018-2019

Mr. Kachold

[**rkachold@avhsd.org**](mailto:rkachold@avhsd.org)

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile:

❏ Inquirer

❏ Knowledgeable

❏ Thinkers

❏ Communicators

❏ Principled

❏ Open-minded

❏ Caring

❏ Risk-takers

❏ Balanced

❏ Reflective

Course of Study:

❏ Detailed Study

❏ *Death of a Salesman*

❏ *The Things They Carried*

❏ Emily Dickinson

❏ Literary Genre (Novel and Short Story)

❏ Edgar Allen Poe

❏ Ernest Hemingway

❏ *Pride and Prejudice*

❏ *Slaughterhouse-Five*

Required Texts:

❏ First Semester

❏ *Death of a Salesman,* Arthur Miller, Publisher: Penguin Books, ISBN-10: 0140481346

❏ *The Things They Carried*, Tim O’Brien, Publisher: Mariner Books, ISBN-10: 0544309766

❏ The Complete Poems of Emily Dickinson, Publisher: Back Bay Books, ISBN-10: 0316184136

❏ Second Semester

❏ The Best of Poe, Publisher: Prestwick House, Inc., ISBN-10: 1580493871

❏ The Complete Short Stories of Ernest Hemingway, Publisher: Scribner, ISBN-10: 0684843323

❏ *Pride and Prejudice*, Jane Austen, Publisher: Bantam Classics, ISBN-10: 0553213105

❏ *Slaughterhouse-Five*, Kurt Vonnegut, Publisher: Dial Press Trade Paperback, ISBN-10: 0812988529

IB Assessments:

❏ Individual Oral Commentary (End of Semester 1)- 15% of Course Grade

❏ Paper 2 (End of Semester 2)- 25% of Course Grade

❏ Paper 1 (End of Semester 2)- 20% of Course Grade

Grading Scale:

❏ Writing 40%

❏ Communication 40%

❏ Daily Classwork 20%

Classroom Norms:

❏ Respect and Consideration

❏ Be Engaged

❏ Ask Questions

❏ Reflect on Your Learning

Expectations of Students:

❏ All students will be expected to arrive to class on time. School attendance policies will be enforced.

❏ For every excused absence a student generates, they will have the equivalent time to make up missing assignments.

❏ Students MUST communicate with me on a regular basis in person and/or via email.

❏ Students will be expected to uphold all classroom norms for both myself and any substitutes or other adults who may be in the classroom.

Plagiarism:

There will be a **zero tolerance policy** in place regarding plagiarism. If a student turns in plagiarized work, the grade will immediately become a “0” in PowerSchool.

Late Work:

This class is designed to prepare students to meet the expectations of postsecondary education, whether that be college, vocational school, military technical training, or any other post secondary programs. For this reason, **late work will not be accepted**.

Parents:

Semester grades are issued twice a year. They are the grades that become part of your student's permanent transcript. However, your student will receive a progress report at the close of each quarter, and a progress report in the middle of each quarter. Thus, you will receive two notices apprising you of your student's progress before he or she receives the permanent semester grades. Therefore, unless there is an obvious problem or severe change, I will not contact you regarding grades. Grades will be updated on PowerSchool in a timely manner.

THERE WILL BE A SYLLABUS QUIZ DURING THE FIRST WEEK OF SCHOOL

Let’s have a productive year, Mr. K

IB Math Studies

2018-2019 Academic Year

**Instructor**: Mrs. Christina Stover

(661) 718-3100 ext. 214

cstover@avhsd.org

**Course Description:** Math Studies places emphasis on applications of mathematics, and the largest section is on statistical techniques. IB Math Studies SL places more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Each student completes the project based on their research; which is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics. Students taking this course are well prepared for a career in the social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

**Aims of this course:**

1. Enjoy mathematics and develop an appreciation of the elegance and power of mathematics
2. Develop an understanding of the principle and nature of mathematics
3. Communicate clearly and confidently in a variety of contexts
4. Develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. Employ and refine their powers of abstraction and generalization
6. Apply and transfer skills to alternative situations to other areas of knowledge and future developments
7. Appreciate how developments in technology and mathematics have influenced each other
8. Appreciate the moral, social, and ethical implications arising from the work of mathematicians and the applications of mathematics
9. Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

**IB Learner Profile:** The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

* **Reflective:** give thoughtful consideration to your learning and experience. You can assess and understand your strengths and limitations to support your learning and personal development.
* **Balanced:** understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.
* **Knowledgeable:** explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
* **Open – Minded:** understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.
* **Inquirers:** have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning, and this love of learning will be sustained throughout the lives.
* **Risk-takers:** approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.
* **Communicators:** understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. You are willing to work in collaboration with others.
* **Caring:** show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and the environment.
* **Principled:** act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your actions and the consequences that accompany them.
* **Thinkers:** exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned ethical decisions.

**Internal Assessment Project:** Each student is required to complete a project in order to be eligible to receive their IB diploma. The Internal Assessment will count as 10% of their overall grade. The project will count as your final exam grade.

The Due Dates for components of your IA are: 11/13/18 – Initial Planning Worksheet Due

11/16/18 – Introduction Due

12/18/18 – Rough Draft Due

1/14/19 – get Rough Draft back

1/29/19 – First Final Draft Due (fix formatting issues etc.)

2/12/19 – Final Draft Due

**Textbook**: Mathematical Studies Standard level for the IB Diploma Caroline Meyrick and Kwame Dwamena, Cambridge University Press 2013

**Topics Covered: Topic 1 –** Numbers and Algebra

**Topic 2 -**  Descriptive Statistics

**Topic 3 -**  Logic, Sets, and Probability

**Topic 4 -**  Statistical Applications

**Topic 5 –** Geometry and Trigonometry

**Topic 6 -**  Mathematical Models

**Topic 7 –** Introduction to Differential Calculus

**IA –** Internal Assessment

**Materials Needed:**

1. Binder w/ notebook paper
2. Composition Book for Homework and classwork
3. Black or blue pens
4. Graphing Calculator (TI-84, TI-84 plus, TI-84 Plus Silver Edition, TI-84 Plus CE)
5. 1 cm graphing paper
6. Small Ruler

**Test Day Procedure**: Students will only have the materials needed for the test on their desks. (pen, calculator, formula sheet) All student’s backpacks and/or purses will be placed at the front of the classroom. Students’ cell phones will be placed in the cell phone parking lot turned off or in silent mode. Students are not allowed to wear watches during tests. If a student is seen with a phone, or a smartwatch or any watch which can be used in conjunction with a cell phone during a test or quiz the student will receive a zero for that exam.

**Homework/Classwork**: All work will be done in your composition book in pen. No credit will be given for homework if the problems do not show all formulas, calculations, steps necessary to determine an answer. When the GDC is used all inputs must be written down and labelled in composition book.

**Grading Scale:**

Homework: 10%

Test and Quizzes 80%

Internal Assessment Project10%

IB Visual Arts Syllabus

Quartz Hill High School / D.Dhillonn / [ddhillonn@avhsd.org](mailto:ddhillonn@avhsd.org)

**Introduction:**

The IB visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**Culture:**

Culture is defined as learned and shared beliefs, values, interests, attitudes, products and all patterns of behavior created by society. This view of culture includes an organized system of symbols, ideas, explanations, beliefs and material production that humans create and manipulate in their daily lives. Culture is dynamic and organic, fluid and subject to change operating on many levels in the global context—international, national, regional and local, as well as among different social groups within a society. The cornerstone of the students work should be on the conditions that influence and are influenced by culture. These include historical, geographical, political, social and technological factors.

**The Arts Aim:**

The aims of the arts subjects are to enable students to:

\*Enjoy lifelong engagement with the arts

\*Become informed, reflective and critical practitioners in the arts

\*Understand the dynamic and changing nature of the arts

\*Explore and value the diversity of the arts across time, place and cultures

\*Express ideas with confidence and competence

\*Develop perceptual and analytical skills

**The Visual Arts Aims:**

In addition, the aims of the visual arts course are to enable students to:

\*Make artwork that is influenced by personal and cultural contexts

\*Become informed and critical observers and makers of visual culture and media

\*Develop skills, techniques and processes in order to communicate concepts and ideas

Content will include:

\* developing technical skills

\* gaining strategies to solve visual problems

\* understanding media and materials

\* identifying topics to explore

\* investigation

Success in the IB art program will depend on the student being able to:

\* develop work habits relating to project development and investigations.

\* become self-motivated and experimental in their approach to creative expression

\* form a working literacy in current, cultural, historic and aesthetic developments in art

\* gain technical control in selected media

\* produce a coherent body of work

Course Plan:

\* journals

\* group critiques

\* quizzes and tests

\* mini-investigation assignments

\* gallery/art show visits, interviews, guest speakers - one each month

\* group-structured work related to the use of specific media, historical and cultural

  criteria and design values

\* parallel on-going self-structured studio and research work aimed at exploring and developing a thematic direction (composition/design development, media and technique experiments, color experiments with cultural, historical or current trends) personal analysis and commentary of work done in the workbook and the studio

**Art-Making:**

Students are expected to experience a wide array of art-making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making forms, each selected from separate columns of the table below. HL students should, as a minimum, experience working with at least three art-making forms, selected from a minimum of two columns of the table below. The examples given are for guidance only and are not intended to represent a definitive list.

**The Visual Arts Journal:**

Throughout the course students are required to maintain a visual arts journal which is a record of their two years of study and should be used to document:

* personal reflections
* feedback from various sources
* exploration and development of ideas
* development of art-making skills and techniques
* challenges, successes and failures
* their responses to first-hand observations
* their responses to diverse stimuli and to artists and their works
* their evaluations of art practices and art-making experiences
* detailed evaluations and critical analysis
* experiments with media and technologies

Late work will be graded down (investigation books 20% per day and everything else 10% per day) and will not be accepted more than two days after the posted due date. If you are absent (excused), one day of make-up time is given for each day you are out. You are expected to participate in the class activity on a daily basis. For every day that you do not participate you will lose points from the project's final grade. HL students will lose 10% of their portfolio check grade for each day you fail to participate. There is no extra credit for this class.

Once students begin independent work individual projects will not receive grades. Instead, students will participate in portfolio reviews.

**Required Material:**

* \* 8 1/2" x 11" hardcover sketchbook with blank, white pages

**Shop Card:**

There is a $30 shop card for purchase. You may pay cash or check (made payable to QHHS) in the student store or accounting office. YOU MUST BRING THE RECEIPT BACK TO ME!

The money will be spent as needed by the individual student. It is strongly recommended that the student pay the materials fee for several reasons.  Buying in larger quantities usually means the materials are purchased at a lower price.  Therefore, you get more materials for the same cost. The materials are already there and ready to use so no time is lost on each given assignment. Because it is prepaid, you never have to worry about having the money available at the time you need the materials. By paying the class materials fee you save money, time and worry.

**Behavior:**

The expected classroom behavior is based on RESPECT. All students are expected to respect themselves, their fellow students and all staff (including substitutes). Students who respect themselves and others are never disruptive. A classroom run by respect is always a positive place to be. The rules of this classroom are limited and simple to follow.

**Mrs. Dhillonn’s Classroom Rules:**

\*Be on time

\*Be flexible

\*Be respectful

\*Be responsible

\*Be positive

\*Be cooperative

\*ALL ELECTRONIC DEVICES WILL BE TURNED OFF AND BE OUT OF SIGHT UNLESS DIRECTED TO GET THEM OUT BY THE TEACHER. TEXTING, CALLS, VIDEOS, GAMES ETC. ARE NOT ALLOWED IN CLASS. IF I SEE A STUDENT USING THEIR PHONE IN ANY OF THESE WAYS DURING CLAS WILL RESULT IN A LOWER GRADE ON THE CURRENT PROJECT.

Supporting this rule will help your student succeed in art class and use class time wisely. Keeping their phones put away in class is their responsibility and I will hold them to it.

**5 STEP DISCIPLINE POLICY FOR THIS CLASS**

If any class rules are broken the following sequence of actions will be taken:

Step One:      Verbal Warning

Step Two:      Teacher calls parent

Step Three:   Teacher calls parent / After school work

Step Four:     Teacher calls parent / One hour OCD

Step Five:      Teacher calls parent / Referral to Vice Principal

1. The IB Visual Arts course demands a serious amount of time outside of class.

2. Good attendance is crucial to the success of my child.

3. Students must have the self-discipline to fulfill the portfolio requirements.

4. Use of copyrighted material without significant alteration AND references is considered plagiarism.

5. There will be a significant point loss for work turned in late and will only be accepted up to two days after the posted date.

6. A journal is required.

7. Participation is required in all critiques.

8. The $30 shop card is payable in check or cash at the accounting office or student store. A Student who owns a shop card will receive materials above and beyond the basic materials and that will be theirs to keep upon leaving the class.

**IB Visual Arts Course Syllabus**

Quartz Hill High School / D.Dhillonn / ddhillonn@avhsd.org

By signing this form you are agreeing that you have read and understand the stated rules, regulations and requirements. Also, you are giving permission for artwork and likeness of the student listed below to be used on school related websites, posters, flyers, etc., created to promote achievements of the QHHS VAPA department.

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Student's Name (please print)                                           date

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Student's signature

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Student’s district provided Google email:

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Parent’s/Guardian's Name (please print)                                  date

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Parent’s/Guardian's signature

***Spanish IB - Standard Level***

# **Instructor**: Señora Vital **E-mail**: [svital@avhsd.org](mailto:svital@avhsd.org)

**TEXTBOOK**

* Galería de Arte y Vida
* Triángulo
* Álbum

**MATERIALS NEEDED**

* Pencils, pens (black and blue), 3 ring binder (1.5 or 2 inches), ruled paper, Spanish/English Dictionary (recommended if on-line dictionaries are not available).

**COURSE DESCRIPTION:**

This course is designed to learn the target language (Spanish) while becoming aware of the similarities and differences between the student’s culture and those of the target cultures, promoting a greater respect for others cultural values and behaviors. The class will foment reflection and understanding of global issues by raising the student’s awareness of their own responsibility at a local level.

Students who enroll in this course should already have strong command of the grammar and considerable competence in listening, reading, speaking, and writing in Spanish. This course will prepare you for the IB examinations of the language. This class will be taught in the target language.

**COURSE OBJECTIVES**

To develop students’ intercultural understanding

To enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes

To encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures

To develop students’ awareness of the role of language in relation to other areas of knowledge

To develop students’ awareness of the relationship between the languages and cultures with which they are familiar

To provide students with a basis for further study, work and leisure through the use of an additional language

To provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of and additional language

**GRADING POLICY:** Grades are cumulative through the end of the semester and will be based only on demonstrated mastery of concepts and acquisition of the language. Updated grade reports and class assignments and daily attendance will be on Power School. Therefore, the students as well as parents /guardians can monitor academic progress. I use the regular grading scale and **I do not round up**. Note that attendance, homework, class work, participation, and test are all very important.

**GRADING SCALE**

100% - 90% = A 89% - 80% = B 79% - 70% = C 69% - 60% = D 59% and under = F

**ASSIGNMENTS**

* Journal writing, binder check, daily warm-ups and participation
* Writing essays, blogs, e-mails, letters, journals, flyers, etc.
* Cultural comparisons from art, literature, videos, and web resources
* Idiomatic expression and their use embedded in essays
* Audio recordings, speaking, and listening from news, discussions, films, artwork, newspaper articles
* Discussions based on a variety of topics
* Analysis and comparisons from text and internet sources
* Mock *IB examinations*
* Projects and presentations
* Any other assignment or examination deemed necessary to prepare students for success

H**OMEWORK:** Homework is due the next day or date determined by the teacher. Homework assignments will also be posted weekly on our classroom agenda, they are important to support your learning, review, and help in your test preparation.

**MISSED ASSIGNMENTS**: After an excused absence, it is important for students to take the initiative to determine the missing assignments or homework. To make-up a test the student has no more than one week from the original assignment or a grade of “0” will be given. The assessment must be completed in one sitting. You are responsible for all material presented in class and any make-ups. **If you are absent, it is your responsibility to ask for missing assignments. *Students will not be allowed to make up work if they have been suspended.***

**ASSESSMENTS:** Assessments will take place throughout the semester both formal and informal by presentations, oral reviews, observations, quizzes, presentations/projects, writing, and reading, other speaking exercises and participation using IB guidelines. Mock IB assessments will take place during the academic school year. Students will be notified assessments in advance and posted on our agenda.

**IB Examinations:**

* Students will have **three external examinations** (not graded by the teacher):

**Paper 1 (1:30 hr.) Receptive skills** (25%): text-handling exercises on four written texts, based on the core

**Paper 2 (1:30 hr.) Written productive skills (25%)**: One writing exercise of 250-400 words from a choice of five, based on the options

**Written assignment** – **Receptive and written productive skills (20%)**: Inter-textual reading followed by a written task of 300-400 words plus a 150-200 word rationale, based on the core.

* Students will have **two internal examinations** (graded by the teacher and externally moderated by the IB):

**Individual oral exam** (8-10 minutes/ 20%): based on the options/ 15 minutes preparation time and a 10 minute maximum presentation and discussion with the teacher.

**Interactive oral activity (10%)**: based on the core/three classroom activities assessed by the teacher

**EXTRA CREDIT:** **No extra credit** assignments.

## KEYS TO SUCCESS IN THIS CLASS

* Be responsible, respectful, and trustworthy, always come prepared to class.
* Be on-time and in your seat by the time the bell rings before being considered late to class, take care of your necessities during break, our time is very valuable and important.
* Respect teacher, classmates, classroom, and school property. I will implement schools discipline policy: Phone call/e-mail, on site detention, ASW, Saturday Work, Saturday School, Parent Conference, and Referral to administration.
* In class you will be working in your notebooks (cuadernos), which will include warm-ups, reflections, journals entries, notes, essays, letter writing, responses to literature, vocabulary, audio activities, etc. All these activities are crucial to your overall performance.
* Electronic devices (including cell phones, music players, video games, laptops, tablets, etc.) are not allowed unless permission is granted.
* No food or drink, with the exception of water, is permitted in class. This includes gum.
* Personal grooming is not allowed in class.
* Hats/beanies, sunglasses and ear buds must be removed when entering class.
* If you have any questions regarding the material being covered talk to me and I can arrange tutoring or I can clarify.
* If you come to class daily, participate, turn in your assignments, and homework you will do great. Good luck!
* Speak Spanish in class.

**Cut and Return**

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I have read and understand the requirements for **Spanish IB-SL** class for Señora Vital

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**Student Name (Print) Student Signature Student’s email Date**

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**Guardian Name (Print) Guardian Signature Parent’s email Parent’s Phone# Date**

**IB HL 1 Literature Syllabus**

2018-2019

Mr. Rosenblatt

**rrosenblatt@avhsd.org**

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile:

* Inquirers
* Knowledgeable
* Thinkers
* Communicators
* Principled
* Open-minded
* Caring
* Risk-takers
* Balanced
* Reflective

Course of Study:

* Options
  + *The Handmaid’s Tale*
  + *Othello*
  + *Brave New World*
  + *V for Vendetta*
* Works in Translation
  + *One Day in the Life of Ivan Denisovic*
  + *Medea*
  + *Chronicle of a Death Foretold*

Required Texts:

* First Semester
  + *The Handmaid’s Tale,* Margaret Atwood, Publisher: Anchor Books, ISBN: 9780385490818
  + *Othello*, William Shakespeare, Publisher: Signet Classics, ISBN: 9780451526854
  + *Brave New World*, Aldous Huxley, Publisher: Harper Perennial MC, ISBN: 9780060850524
  + *V for Vendetta,* Alan Moore, Publisher: Vertigo, ISBN: 9781401208417
* Second Semester
  + *One Day in the Life of Ivan Denisovic*, Alexander Solzhenitsyn, Publisher: New American Library, ISBN: 9780451228147
  + *Medea and Other Plays*, Euripides, Publisher: Penguin Classics, ISBN: 9780140441291
  + *Chronicle of a Death Foretold*, Gabriel Garcia Marquez, Publisher: Vintage, ISBN: 9781400034710

IB Assessments:

* Individual Oral Presentation (End of Semester 1)- 15% of Course Grade
* The Written Assignment (End of Semester 2)- 25% of Course Grade

Grading Categories:

* Writing 40%
* Communication 40%
* Daily Classwork 20%

Classroom Norms:

* Be Polite
* Be Prompt
* Be Prepared
* Be Productive

Expectations of Students:

* All students will be expected to arrive to class on time. School attendance policies will be enforced.
* For every excused absence a student generates, they will have the equivalent time to make up missing assignments.
* Students MUST communicate with me on a regular basis in person and/or via email.
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|  |
| --- |
| THERE WILL BE A SYLLABUS QUIZ DURING THE FIRST WEEK OF SCHOOL |

Let’s have a productive year,

Mr. R

**IB Theory of Knowledge** Instructor: Dr. Reti

Fall 2018 [sreti@avhsd.org](mailto:sreti@avhsd.org)

718-3100, x585

Course Description

The Theory of Knowledge (ToK) course is a capstone course of the International Baccalaureate program. The purpose of this course is for students to study philosophy—primarily, epistemology. Epistemology is the study of the theory of knowledge. That is, how do we know that what we know is indeed knowledge and not opinion? Hence, we are focusing on the justification of knowledge claims.

We begin by studying classical epistemology: skepticism, rationalism, empiricism, Kantian constructivism, and relativism. Beginning in the spring semester and continuing in the fall, we then look at how knowledge claims are made in a variety of academic fields. In particular, we focus on the natural and social sciences, ethics and art. The purpose of our course is to help student refine their critical thinking skills.

Students work on three major assignments that are part of the IB curriculum. First, students write an extended essay, or research paper about a topic of their own choosing. We begin the rough draft in the spring, complete it over the summer, and the final draft is submitted in the fall. Second, students complete the ToK presentation, considering a question of knowledge within an academic area. Third, students write the ToK essay on a prescribed philosophical topic as assigned by IB.

The schedule for Theory of Knowledge is every Wednesday afternoon.

Course Requirements and Values

|  |  |  |
| --- | --- | --- |
| Requirement | Value | Description |
| 1. Reflective Notebook | 50 | Purchase an inexpensive single subject spiral notebook (standard paper size) for class notes and reflections. Graded as part of each unit |
| 2. Cornell Notes | 50 | Chapter readings |
| 3. Unit Tests | 200 | Exams in preparation for ToK essay |
| 4. Analytical papers/debates | 100 | Papers that ask you to analyze/evaluate issues—some may require research. |
| 5. Three-Ring Notebook |  | Please keep a three-ring notebook with handouts distributed over the course of the year and graded work. This can be a section in a larger notebook. Stay organized to prepare for ToK essay assignment in fall. |
| 6. Honor Code grade: Citizenship, Preparation, Participation | 50 | Evaluated as part of each unit.  Follow school and class rules, be on time, be prepared for each class (have materials and have completed homework), be courteous and civil towards everyone, participate actively in class discussions.  Use electronic devices (phones, laptops, tablets) only when asked to do so as part of a class activity.  Unexcused late work accepted one day late with a grade lower, after one day, unexcused work not accepted (zero). |
| IB Assignments  Extended Essay Rough Draft    Extended Essay Final Draft  Tok Essay: Rough Draft  Final Draft  Tok Presentation | 400  400  200  200  200 | Due at the beginning of fall semester  Due in late October  Due in early October  Due in November  In-class, summer, or fall |

Readings

Readings will be given to students over the course of the semester.

Course Calendar

Unit 1: The Knower and the Quest for Knowledge—January-February

a. Plato’s Allegory of the Cave

b. Skepticism

c. Rationalism

d. Introduction to the extended essay

Unit 2: The Quest for Knowledge Continues – February-March

1. Empiricism
2. Kantian Constructivism

Unit 3: The Quest for Knowledge Questioned?—March-April

1. Relativism
2. Feminism

Unit 4: The Progress of Knowledge: The Sciences, April-May

a. Inductive

b. Popperian

c. Kuhnian

Unit 5: Philosophy of Art: August

Unit 6: Ethics: September

Unit 7: ToK Presentations: October

Unit 8: Tok Essay and Extended Essay completion: November

**Assignments**:

1. Handwrite notes and assignments from class in reflective notebook. Place date at top of page. Reflective notebooks will be collected frequently for grading.
2. Reading notes: Handwrite using Cornell note format. Collected separately.
3. Take home Essays: Use MLA format with in-text citations and a works cited page. Essays should be typed, however, if computer or printer problems occur, handwrite so that your work is not late.
4. Quizzes and Tests: Write legibly, double-space if necessary.

**Good Citizenship**

1. Class time is valuable. Come to school. Email me if ill for more than a day so I can tell you what we are doing.
2. Come to class on time. Please be ready to start the lesson at the beginning of class.
3. Please be fully engaged with our work.
   1. No use of electronics without permission—cell phones, tablets, laptops, ear phones put away.
4. Turn in work on time.
5. Follow school rules—“dress for success” style of clothes appropriate for an academic environment
6. Participate actively in what we do, raise your hand, share your perspectives and analyses.
7. Your work should be your own: Plagiarized work or cheating will not be tolerated. This class abides by the QHHS IB policies regarding plagiarism.
8. Respect the school as a place for learning. Respect your teacher’s right to teach and your classmates’ right to learn. Be respectful of differences in gender, sexual orientation, race, ethnicity, national origin, religion, or any other personal consideration.
9. Please do not eat in class, except during designated times (such as break). A drink is fine.

**Student Contract (ToK syllabus)**

I understand the requirements for the class and will make every effort to be as successful as I can be in this class.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Notification**

Dear Parents:

1. Please survey the syllabus. In particular, students please note that students will need to set aside time in the summer to work on the extended essay which we will start on together in the spring.
2. We only have class once a week, on Wednesdays, from 12:30-3:00. Please be sure that your son or daughter is able to attend.
3. Please be sure your email on PowerSchool is current, so that I can communicate with you.

Parent’s Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Twentieth Century World History**

Syllabus 2018-2019 Instructor:   
 Dr. Steven Reti

sreti@avhsd.org

718-3100, x585

**Introduction**

Liberty, Equality, Fraternity! Liberals and Communists battle for our allegiances. Ideologies set out more than just economic, political and social blueprints—they become political “religions,” full of faith and fervor. This class is about these struggles: the struggle for democracy, the struggle for communism and the conflict between democracies and communist states in the twentieth century.

**Course Requirements and Point Value**

|  |  |  |
| --- | --- | --- |
| Requirement | Value | Description |
| 1. Reflective notebook | 100 | Purchase an inexpensive single subject spiral notebook (standard page size) for daily class notes, current events, reflections, and other short writing assignments. Collected and graded after each unit. Tape or glue the grade sheet at the end of this syllabus to the inside cover of the notebook. |
| 2. Cornell Notes | 50 | Chapter readings |
| 3. Quizzes  Small assignments. | 50 | Regularly scheduled comprehension checks |
| 4. Unit tests | 200 | Exams that include practice IB exam questions |
| 5. Analytical papers | 100 | Papers that ask you to analyze/evaluate issues—some may require research, |
| 6. Term paper (IA rough  draft, final draft) | 200 | IB internal assessment paper |
| 7. Notebook |  | Please keep a three-ring notebook with handouts distributed over the course of the year and graded work. This can be a section in a larger notebook. Stay organized to prepare for the IB exams. |
| 8. Honor Code grade: Citizenship, Preparation, Participation | 50 | Evaluated for each unit, and written in notebook  Follow school and class rules, be on time, be prepared for each class, be courteous and civil towards everyone.  Unexcused late work accepted one day late with a grade lower, after one day, unexcused work not accepted (zero). |

**Readings**

1. Edwards, Wattenberg and Lineberry, Government in America: People, Politics, and Policy.
2. Sheila Fitzpatrick:  The Russian Revolution Oxford: Oxford University Press, 1994.
3. John Lewis Gaddis, Strategies of Containment, Oxford: Oxford University Press, 1982.
4. Edward H. Judge and John W. Langdon, The Cold War: A History Through Documents, Upper Saddle River, NJ: Prentice Hall, 1999
5. David Painter, The Cold War: International History, London: Routledge, 1999.
6. Selected readings from contemporary journals

# **Course Calendar**

**Unit 1: Ideology: Liberalism, Communism, and Fascism compared—What is the future of democracy? (Two to three weeks)**

**Unit 2: Origins of Constitutional Democracy in the United States**

1. **From the Declaration of Independence to the Bill of Rights (two to three weeks)**

**Unit 3: Civil Liberties and Civil Rights in the United States (three to four weeks)**

1. **Mock Trial**

**Unit 4: Civil Rights in comparative perspective: The Struggle Against Apartheid**

**in South Africa (two to three weeks)**

**Unit 5: Russian History: The Russian Revolution (two to three weeks)**

**Unit 6: Russian History: The Development of Stalinism (three to four weeks)**

**Second Semester:**

**Unit 7: Origins of the Cold War: the 1940s (one to two weeks)**

**Unit 8: The Cold War in the 1950s (one to two weeks)**

**Unit 9: The Cold War in the 1960s: (two to three weeks)**

**Unit 10: The Cold War in the 1970s (one to two weeks)**

**Unit 11: The End of the Cold War (two to three weeks)**

**Unit 12: Russia and the United States in the post-Cold War world (three weeks)**

**Unit 13: Review for IB Exams**

1. **Focus on the Great Depression—review of fiscal and monetary policy**
2. **Civil Rights**
3. **Latin American History**

**Procedures, Rules and Expectations**

**Assignments**:

1. Handwrite notes and assignments from class in reflective notebook. Place date at top of page. Reflective notebooks will be collected after each unit for grading.
2. Reading notes: Handwrite using Cornell note format. Collected separately.
3. Take home Essays: Use MLA format with in-text citations and a works cited page. Essays should be typed, however, if computer or printer problems occur, handwrite so that your work is not late.
4. Quizzes and Tests: Write legibly, double-space if necessary.

**Good Citizenship**

1. Class time is valuable. Come to school. Email me if ill for more than a day so I can tell you what we are doing. See Moodle class pages for homework assignments.
2. Come to class on time. Please be ready to start the lesson when the bell rings (at your seat, with necessary materials)
3. Please be fully engaged with our work.
   1. No use of electronics without permission—cell phones, tablets, laptops, ear phones put away.
4. Turn in work on time.
5. Follow school dress code.
6. Participate actively in what we do, raise your hand, share your perspectives and analyses.
7. Your work should be your own: Plagiarized work or cheating will not be tolerated.
8. Respect the school as a place for learning. Respect your teacher’s right to teach and your classmates’ right to learn. Be respectful of differences in gender, sexual orientation, race, ethnicity, national origin, religion, or any other personal consideration.

Good citizenship earns 50 pts credit for each unit. Violations of class rules result in ten point loss per incident, discussion to resolve issue with you, if repeats, parent contact, third offense, student discipline contract—administrative referral.

**Notes about Particular Challenges**

In general, I find QHHS students to be wonderfully devoted to their studies! Some specific challenges have come in the past year regarding electronics, dress code, and remaining dedicated to studies throughout the year. Please keep in mind that within a general rubric of QHHS rules, teachers will have their own particular requirements based on their particular class needs. Please adapt to these differences.

1. Smart phones, tablets and laptops are sometimes very useful and we will often use them in class for group reviews and research. However, unless I specifically ask you to use an electronic device, all electronic devices and head phones should be put away, such as in your backpacks (not on desk).

Reasons: Recent research shows that notes taken by hand promote higher levels of comprehension. Second, we will need to be fully engaged—and not distracted by a myriad of academic and nonacademic “apps.” Third, there is an issue of equity, I prefer to provide time in class where everyone has equal access to internet resources. Fourth, a discussion involves eye contact with one another; better facilitated with pen and paper than hunched behind a laptop which has become an isolating device. Increasingly, college classes are banning laptops altogether. It has only been in the last few years, that Wi-Fi access at QHHS has been reliable and most students own smartphones. I think we are still learning to adapt. For a discussion and links to some of this research, see <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>. I am not anti-tech, but I am for the appropriate use of tech!

1. Dress code. In general, dress code issues have not been a problem. Wear school- appropriate clothes that shows respect for yourself, other people, and the school as a public place.
2. Be authentic! Do your own work and avoid temptation to plagiarize or cheat. This includes copying work from online sources or from one another, and cheating exams.
3. No eating in class, drinks are okay. With exceptions for when I bake for the class or we have other events that I have approved, no eating, please. Reason for rule: Helps focus on schoolwork, cleanliness (insect problems!), reduces distractions, and fundamentally it’s rude to eat in front of other people without sharing (if you want to share with the whole class, then see me a day in advance for approval).

Dr. Reti’s Syllabus

Thanks for reading this lengthy syllabus. Students, please sign below signifying that you promise to do your best in this class by following all of the above expectations. Bring it home and ask your parent or guardian to read it and sign it, signifying that they have read it. If parents have any questions or comments, please email me at [sreti@avhsd.org](mailto:sreti@avhsd.org) or call me.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflective Notebook and Honor Code Grade Log**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**IB PSYCHOLOGY STANDARD LEVEL COURSE SYLLABUS**

**QUARTZ HILL HIGH SCHOOL**

**MR. JEFFREY L. CASSADY. M.A.**

**Description:** The Course Description Booklet for Quartz Hill High School outlines the subject matter and areas of study for this course as follows:

This course will introduce students to the study of the behavior and mental processes of humans and other animals. Students will study psychological facts, principles, and phenomena associated with psychology (including mental, emotional and behavioral disorders). Students will also study the various treatment techniques (therapies) used by psychologists to treat various disorders.

The goal of this course is to establish a firm understanding of psychology—its methods, theory and research. The course is also designed to prepare the IB student to perform successfully on an Internal Assessment Simple Psychology Experiment and on the two IB Psychology essay examinations to be held in May of this school year. The course will explore the psychological facts, principles and phenomena associated with each of the major subfields of psychology. Students will study areas including biology, human development, personality, intellect, principles of learning, thinking processes, personality disturbances, therapy, and social behavior.

**IB Requirements: Core Study**

The International Baccalaureate Organization (IBO) requires as a core the study of three approaches to understanding behavior:

* Biological Approach To Understanding Behavior
* Cognitive Approach To Understanding Behavior
* Sociocultural Approach To Understanding Behavior

As stated by the IBO, “the interaction of these influences substantially determines human behavior… reflecting a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three approaches complement one another and together provide more complete and satisfactory explanations of human behavior. The three approaches can be usefully compared to three microscope lenses of different magnification. Each lens reveals a different picture of the intricate structure that exists at a variety of levels, but no single picture explains the whole object; a synthesis is necessary. Synthesis of the rich and diverse content of modern psychology is the chief aim of IB Psychology.” IB students will demonstrate their knowledge of the core through course assessments and on Paper One, which they will take in May of this school year.

**Option Study:** Embedded within Standard Level class instruction on the core components, students will study **ONE** of the IB options in-depth. While the study of the core provides a foundation and a broad overview of psychology, the options allow students the opportunity to study a specialized area of psychology in depth (including empirical studies and theories). Of the four option studies (Abnormal Psychology, Developmental Psychology, Health Psychology, Psychology of Human Relationships) this course will focus on Developmental Psychology. Psychology as an additional option. IB students will demonstrate their knowledge of one option study through course assessments and on Paper Two, which they will take in May of this school year.

**Simple Experimental Study:** As stated by the IBO, “students are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables. The process involved in the development of the experimental study include introduction to research methodology, analysis of research studies, introduction to data collection and ethical guidelines, data analysis, drafting the report and finalizing the report. **Successful completion of the simple experimental study requires significant independent work by the student.**

**Classroom Expectations:** Since this is an advanced-level course and part of the IB Diploma Program at Quartz Hill High School, students are held to the highest standards of commitment, ethics and behavior. Here are the expectations:

* The student will follow all school and District rules.
* The student will receive respect from teachers and peers and will issue respect to all classmates, teachers and administrators.
* The student will arrive into the class on time. Tardiness significantly disrupts the instructional process.
* With the exception of bottled water, the student will not bring food or beverages to eat in the classroom. The ants infest the room when food and drink and wrappers get left as debris.
* The student will complete all assignments and submit them WHEN THEY ARE DUE. LATE WORK WILL NOT BE ACCEPTED.
* The student will be allowed to make up class assignments only in cases of excused absences.
* In the event of an excused absence on testing days, the student will make up the test ON THE DAY OF THEIR RETURN. Make-up tests will be essay versions of objective examinations given on the scheduled test day. This process will discourage absenteeism on testing days.

**Grading System:** This is very simple. Student grades for the course will be based on total points accumulated through the completion of daily assignments, class participation, oral presentations, quizzes, tests, projects and homework.Students will accumulate points during each nine-week marking period and for semesters. The only grades that will appear on a student transcript will be the final semester grades for the course. The percentages will break down as follows:

90—100%=A

80—89%=B

70—79%=C

60—69%=D

59% and Below=F

Please note that grades will reflect the percentages earned by the student based on accumulated points earned by the student. Since points for each assignment will be entered into the PowerSchool system, the teacher WILL NOT round grades upward. Students should avoid being “on the bubble” at end of quarter or semester. For example, an 89.9 is a B+, and will not be rounded upward to A.

**Supplies Needed:**

* Textbook: Psychology Concepts and Applications, second edition, Jeffrey S. Nevid. Students will be responsible for obtaining this text as soon as possible at the beginning of the school year. Students are expected to bring their books to class each day, as room copies are generally not available.
* Notebooks with lined paper for note-taking. Students will be expected to take handwritten notes in class using Cornell style, and the notes will be assessed by the teacher and points awarded according to format and quality.
* Writing instruments—pens, pencils, etc.
* An ample supply of 3X5 notes cards. Note cards will be used for vocabulary assignments and for classroom presentations.

**Course Schedule (Subject to Change):**

Unit 1: Introduction, History of Psychology, Specialties and Approaches to the Science of Psychology (2 Weeks)

Unit 2: Approach I—Biological Basis of Human Behavior (9 Weeks)

Unit 3: Approach II—Cognitive Level of Psychological Analysis, Learning, Intelligence (4.5 Weeks)

Unit 4: Approach III—Sociocultural Level of Psychological Analysis (3 Weeks)

Unit 5: Option Study: Developmental Psychology--Child and Adolescent Development; Adult Development and Gender (3 Weeks)

Unit 6: IB Test Review (2 Weeks)

IA Simple Experimental Study: Schedule and Experiment TBA

**IB Psychology Paper One is Friday, May 10, 2019 Afternoon Exam**

**IB Psychology Paper Two is Monday, May 13, 2019 Morning Exam**

Unit 10: Project TBA

The teacher wishes to thank all students and parents for reviewing this course syllabus. The teacher will be available on campus to consult with students, and parents should feel free to contact him preferably via email to avoid disruptions during class time.

INTERNATIONAL BACCALAUREATE

**HISTORY OF THE AMERICAS**

**MR. CASSADY**

# Introduction

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations that meet the needs of highly-motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. The program is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning—the humanities and the sciences [Excerpt from International Baccalaureate Organizations History Course Description, 1996]

The six academic areas are Language A1 (Group 1), Language A2 (Group 2), Individuals and Societies (Group 3), Experimental Sciences (Group 4), Mathematics (Group 5), and The Arts and Electives (Group 6). These six academic areas surround the core of the program—the Extended Essay, Theory of Knowledge, and the Creativity, Action, Service component (CAS).

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at subsidiary or standard level (SL). HL courses represent 240 teaching hours, while SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others [IB History Course Description].

Distribution requirements ensure that the science-oriented student is challenged to learn foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance [IB History Course Description].

Successful diploma candidates meet three requirements in addition to the six subjects. The interdisciplinary *Theory of Knowledge* (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The *extended essay* of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at the university level. Participation in the school’s Creativity, Action Service (CAS) program encourages students to be involved in sports, artistic pursuits and community service work [IB History Course Description].

History is a recognized IB subject and is classified within Group 3—Individuals and Societies.

# Nature of the Subject

History is particularly important in the modern world, where different cultures and traditions have to understand one another. History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. It is concerned with trends and developments, with continuity and change through time, and with specific occurrences. Historical knowledge rests on widely-accepted evidence, derived from a variety of sources, but also draws on information of a more tenuous nature. Historical accounts involve judgments based on qualitative evidence and these judgments may be provisional. Every generation rewrites its own history in the light of new evidence and of subsequent events and processes, and under the influence of its particular attitudes and prejudices. The process of historical inquiry, explanation and interpretation is a never-ending activity, for which historians have developed values and conventions which themselves change over time.

History teaching which develops candidates’ understanding of the discipline of history, its rules and values, as well as passing on historical knowledge, allows young people to understand how and why there are different accounts of the past and the criteria upon which they may be judged. Thus candidates may learn different accounts of history but still be able to understand and assess each other’s accounts though they live and study in different countries.

These are some of the basic features and values of history which candidates studying the subject for the International Baccalaureate are capable of understanding and recognizing. Teaching and learning at both higher level and standard level should be organized to promote such understanding and recognition [IB History Course Description].

# Aims of Group 3

1. The systematic and critical study of human experience and behavior, of the varieties of physical, economic and social environments in which we live and of the history and development of the social and cultural institutions which we have created.
2. The development in the student of the capacity to identify, to analyze critically and to evaluate theories, concepts, and arguments concerning the nature and activities of the individual and society.
3. The understanding of the various methods of data collection, description, and analysis used in studies of society, and the ways in which hypotheses are tested and complex data and source material interpreted.
4. The appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
5. To recognize that human attitudes and opinions are widely diverse and that a study of society requires appreciation of such diversity.
6. To recognize that the subject matter of the disciplines in this group is contestable and that their study requires the toleration of uncertainty.

# Aims of the History Program

1. the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures
2. a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
3. international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times
4. a better understanding of the present through and understanding of the past
5. an appreciation of the historical dimension of the human condition
6. an ability to use and communicate historical knowledge and understanding
7. a lasting interest in history

# Course Objectives

By following the program at higher or standard level, students should be able to:

1. demonstrate historical understanding through the acquisition, selection and effective use of knowledge
2. present clear, concise, relevant and well-substantiated arguments
3. evaluate, interpret and use source material critically as historical evidence
4. identify and evaluate different approaches to, and interpretations of, historical events and topics
5. explain the causes and effects of historical continuity and change

# Course Outline

Unit I: Independence Movements in Mexico and South America; Nation Building and Challenges In Mexico; Porfirian Mexico; The Mexican Revolution, 1910-1940

Unit II: Great Depression in the Americas, 1920s To 1940s: Comparative Study USA, Canada and Brazil

Unit III: Civil Rights/Social Movements in the Americas, Post 1945

Unit IV: Internal Assessment Draft 1

The Historical Investigation Internal Assessment (IA) will be researched and initially drafted throughout second semester.

Tests and Quizzes To Be Announced.

# The Grading System

Student grades for the course will be based on total points earned on tests, quizzes, essays and projects. Students will accumulate points during each nine-week quarter and each semester. The percentages will break down as follows:

90—100%=A

80—89% =B

70—79% =C

60—69% =D

59% and below=F

Due Dates: Students are expected to complete all assignments by the given due date. Since a major part of learning subject matter and learning responsibility is learning to complete assignments on time, and since the class material is comprehensive, it is important that work is done on schedule. Therefore, late work will be penalized.

Grading Criteria: Students are expected to produce quality work in this class. Points on assignments will be deducted for spelling and grammatical errors, sloppy or incomplete work, inaccurate or missing information, and failing to follow instructions. Test dates will be announced and posted in the classroom well in advance to allow time for student preparation. Students who miss assignments and tests will have one week to make up the work missed. Assignments not made up will receive grades of “0”.

REPORT CARDS: Report cards are issued four times per year. You will receive a report card at the end of each quarter.

In addition to the quarter and semester grades, progress reports will be sent home in each quarter.

Progress Reports allow parents to know about academic problems before official grades are calculated and submitted. They allow students to be aware of their **quarterly** standing, so that they may work to improve their grade. **They do not reflect standing toward Semester Grades.** Parents may also pick up weekly progress reports from the Counseling Office, if they want more frequent updates on student progress.



**Bienvenue à la classe de Français AP/IB!**

**Welcome to French4 AP/IB**

**Madame Yomba Hortense Email: hyomba@avhsd.org**

**French AP/IB Syllabus**:

The French program at AP/IB level seeks to help each student attain proficiency in the four skills of listening, speaking, reading and writing the French language. These skills are presented within the context of the contemporary French-speaking world and its culture.

**Course Description**: Pre-requisite: Successful completion of French 3 or teacher placement

French 4 Advanced Placement or International Baccalaureate is the final course in a series of four college preparatory French courses, geared toward successful *Advanced Placement (AP) or International Baccalaureate (IB)* completion and French language proficiency. Our focus is on communication and comprehension, which includes listening, speaking, reading, writing, and culture, using the communicative approach. This means, that communication will be mostly in French and students are expected to speak only French during class time. Students will be given the support needed to fulfill this expectation. *Active participation* is vital, and students are expected to interact in French in a variety of activities in class. Classroom activities are mainly designed for acquisition of active communication skills. Students will frequently prepare oral assignments in pairs and groups. Most important is a willingness to “learn by doing”, so that this will become a rewarding and enjoyable course. You will learn to communicate in French about yourself, friends and family, studying, and leisure-time activities; you will learn about French culture as well as other French speaking countries. Students are greatly encouraged to study with other students of French or to seek extra help from the teacher, or peer tutors during office hours or by appointment. Active participation in French class and French Club sponsored events will greatly aid in successful acquisition of the French language.

Advice to students: At times, you will not understand every word. ***Do not panic!*** This is very natural in language acquisition. It is not necessary to understand every single word. Keep listening for words you have already learned and words that are similar to English. Gradually you will understand more and more, if you make the effort to listen carefully each day. Pay attention to what your teacher, other speakers of French and your fellow students are saying.

Texts and Required Materials

-French textbook: Thèmes

Geneviève Delfosse, Eliane Kurbegov, Parthena Dragget

The book will be provided for class use.

Le monde en Français Ann Abrioux, Pascale Chrétien, Nathalie Fayaud, Jenny Ollenrenshaw, October 2015

Une fois pour toutes

Hale SturgesII, Linda Cregg Nielsen, Henry L. Herbst

-Agenda to record homework assignments

-Flashcards

-Composition notebook

-Blue or black pens and/or mechanical pencils

-Loose leaf papers

Attendance/Tardy Policy & Make-Up Work

1. Students are considered tardy if they are not in their seats, ready to work when the tardy bell rings. Three (3) unexcused tardies will earn a detention.
2. Only excused absences will be able to turn in late work or make-up quizzes, tests, or presentations. Students will have as many days as absent to make up work for excused absences. Upon return, it is the student responsibility to arrange and follow-through for a timely (one week maximum) make-up of tests or quizzes. All quizzes and tests must be completed no later than one week following your return to class or will result in zero points for each assessment missed.
3. Students who need to leave class with early releases are responsible for all work and homework for that day, and must see me BEFORE class.

Grading

**Homework** will be assigned on a daily basis. Late assignments will be accepted up to one school day (and no later) for half credit. An assignment is considered “late” if it is not completed at the due date.

Any student caught cheating on a test will receive a zero for the test and will NOT be allowed to retake it.

Late work may be submitted, but students will lose 10% of their earned grade for each day that it is late.

**Homework Assignments**

Students can expect to do at least 20 minutes of homework every day. Assignments will include reading, writing and studying and may also include research, drawing and flash card making. Homework will be stamped for completion at the beginning of class.

**Quizzes and Tests (45%) and the Final Exam (15%):**

Students will be assessed frequently, with assessments often given on Fridays. Assessments may be in written or spoken form. Tests and Quizzes will focus on specific material and will mostly be announced. Occasionally, a quiz or test is given without warning, so you need to be studying every day. Assume that you will be tested on the material. The final exam at the end of the semester and at the end of the year is cumulative, which means, it will include everything from the beginning of the school year until the end. Keep all of your quizzes, tests, and class and homework assignments for review. You have 5 days from the day of your return to make-up assessments. You may be given a different version or format of the exam. Failure to make up assessments will result in a zero for each missed quiz/test.

**Make-up/late classwork & homework:**

In the case of excused absences, the student will have as many days to make up the work as they were absent to receive full credit. It is the student’s responsibility to get missing notes, class work and assignments from classmates. Handouts and worksheets will be passed to the students upon their return. Since learning a language is a cumulative process, late work should be completed in a timely matter and will be accepted up to one week before the end of the grading period and will receive 50% late credit. Late work will only be accepted for the current grading period. Please consult your classmates for explanation of assignments and Mrs. Yomba for clarification. Please don’t hesitate to email with any questions or come and see me during office hours or by appointment.

**Projects, Essays and Presentations:**

Students are expected to create frequent oral projects and presentations. This may be individual work, work with a partner or a small group. Active participation is important and failure to collaborate with each other will result in a lower grade. We will be learning cooperatively and not a single student may sit back and let the other students do all the work. You will be speaking, you will be researching and most importantly, you will be participating. Students will also write essays and short compositions. Clear guidelines will be given. Work will need to be done in French and not be a translation of English into French. We are studying French and we are not a translation class. Use of those tools will result in a zero for the assignment. Your own work needs to be shown, even if it is in simple sentences, simple grammatical structures and using limited vocabulary. Your grade is based on your own work, not your ability to use a technological tool.

**Grading Policy**

|  |  |
| --- | --- |
| Homework/classwork/participation | 15% |
| Projects | 25% |
| Quiz | 20% |
| Test | 25% |
| Final | 15% |
| Total | 100% |

A: 100% -90%

B: 89 %-80%

C: 79%-70%

D: 69%-60%

F: less than 60%

Successful Student will:

1. Participate in learning French in and out of class with an open mind and positive disposition.

2. Fulfill all requirements of at-home and in-class assignments to the best of your ability. 3. Be Proactive by asking questions and getting clarification.

4. Get a general idea of what went on during their absence by asking their classmates

Behaviors and Class Rules:

1. We will respect each other. (Be respectful to your classmates, your teachers and other adults. Treat others, as you would like to be treated. Wait for people to finish their sentences, wait for your turn and be polite.)

2. We will be in our seat and ready to work when the bell rings. This means that you should stop talking and be ready to work. (Pencils should be sharpened before class. We will work hard and efficiently. (This includes working with a partner, in a group or independently. Wasting time, socializing, being un-cooperative will all result in consequences). You will remain at your seat until I dismiss you.

3. We will speak French. (This means from the moment the bell rings until I dismiss the class)

4. We do not chew gum. (Failure to follow this rule will result in a 15-minute in class detention after school or at lunch) No eating, drinking or grooming in class; Water is allowed in a clear container. Students are not permitted to wear hat in class.

5. We do not use electronic devices. (This includes cell phones, music players, video games, or any other device that is distracting to your learning. Mrs. Yomba will post a clear sign to allow productive electronic device usage for instruction and collaboration.

 6-Plagiarism and cheating will not be tolerated; therefore, no talking during tests.

Discipline procedure:

1. Verbal warning

2. Discussion of the problem/incident after school

1. Detention and phone call to Parents/ Guardians
2. Student Referral to administrator and phone all to parents/parent conference.

NOTE: Any or all of the above discipline steps may be eliminated due to the severity of the infraction.

I am looking forward to a wonderful year of learning and discovery with my students. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

 Hortense Yomba

French Teacher Quartz Hill High School.

Now that you have read the syllabus, please sign below and write today’s date. Then please take the syllabus home and ask a parent/guardian to read and sign below. Please bring this page back by Friday, 8/ 31/ 2018.

I have read and understand Hortense Yomba’s syllabus:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Student’s name Student’s signature Today’s date

Dear Parent/Guardian

The material taught in this course will be aligned with the California state standards for foreign language (cde.ca.gov/standards) & Common Core Standards. I believe contact between teachers and a parent is very important for identifying problems before they impact a student’s grade. You can reach me by email at hyomba@avhsd.org with any questions, comments or concerns about the class.

Please complete this page and return it with your child by Friday, 8/31/18

The student needs to keep the rest of the syllabus to use for reference.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature Today’s date

Best Phone # to be reached: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferable time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IB Math SL 2018-2019**

**CLASSROOM RULES AND PROCEDURES**

**Ms. Trieu**

**Overview**

My purpose in Math SL is twofold: first, I want each student to be prepared to pass the IB Math SL exam in May, and second (and more importantly), I want each student to master the fundamentals of the curriculum for the course (in particular the Calculus). To that end, each student should be prepared to spend a substantial amount of time outside of class working on IB Math SL (averaging 45-60 minutes a day including weekends – sometimes less, sometimes more). I know that students at this level are very busy, and committed to a great many things. Still, everyone should keep in mind that study of the IB curriculum in high school sets the student apart from his/her peers, which can be a substantial advantage when applying to colleges, and when seeking scholarships. Furthermore, students who study IB Math SL in high school often find that college mathematics is far more accessible for them than for their college-freshmen peers. Thus, I encourage everyone to accept the challenge IB Math SL provides, and to commit themselves to the time and effort it will require in order to be successful.

*Note: Student initiated course changes must occur during the first two weeks of any semester. After that time, a teacher may initiate a course change during the third or fourth week. After this time, course changes are generally not allowed until the end of the semester. Therefore, it is* ***imperative*** *that if a student feels unprepared to handle the rigors of this course, that they request a schedule change during the first two weeks.*

**Grades and Homework**

Grades are determined by tests, quizzes, the mathematical exploration paper, the final exam, classwork, notebooks, group work, homework, and participation. Points are added up every grading period and are cumulative. You can improve your grade from the previous grade period by improving test scored and keeping up with all assignments. However, grades can drop if test scores go down or assignments are not turned it. There will be opportunities throughout the grading period for extra credit. All assignments will be posted daily, and if you are absent, it is your responsibility to make up any given work or tests given. If a test or quiz is not made up then it is a zero for that test or quiz. All letter grades are assigned as follow:

**Tests: 35% Quizzes: 25% Homework: 10%**

**Mathematical Exploration: 20% Classwork: 10%**

**A = 90%+ B = 80%+ C = 70%+ D = 60%+ F = below 60%**

Homework is a place to make mistakes and learn from the mistakes. You will receive 5 points on the work as long as you attempt the problem and show all of your work. However, one assignment will be randomly selected on the day of the test to be collected and graded. I will be available before and after school and during snack and lunch time if you have any questions on the homework. There will be time at the beginning of the class period to go over the homework. Late assignments will be accepted up until the day of the test that corresponds with the assignment for **2 points**.

**Classroom Materials**

Text: Mathematics Standard Level for the IB Diploma, Smedley and Wiseman; Graph paper, Pencil and Pen (any color), Graphing Calculator (I would use the TI-83 or TI-84), Paper, 1 Large Spiral Notebook, 1” binder, Straight edge (ruler or protractor, etc.)

All assignments must have the following heading:

**First and Last Name, Period, Date, Assignment Title, and Assignment Number**

**Mathematical Exploration**

IB requires students in this course to complete a mathematical exploration paper. These are closer to what we in the U.S. might call “research papers”. These count as 20% of the final grade awarded by IB. The bulk of this paper will be written outside of class time.

**External Assessment**

IB requires students to take a two day assessment in May. This will incorporate everything we have learned throughout the school year. It will include multiple choice and free response questions.

**Classroom Management**

While I am speaking to the class, I expect you to be listening and not speaking. When I am not addressing the class, you are free to move around when necessary. You are not to leave the classroom without permission and pass.

**Classroom Rules**

1. Be in you assigned seats with homework out and ready to work when the bell rings.
2. Bring required materials to class everyday unless told otherwise by the teacher.
3. Listen and stay seated when someone is speaking.
4. Treat everyone and their property with respect.
5. No foul or inappropriate language.
6. No cell phone usage allowed.

**Cell Phone Policy**

Cell phones are not allowed in the classroom. If you have a cell phone out, it will be taken away and returned at the end of the day, if it is the first time. If it is the second time, then it will be given to a parent. If a cell phone goes off in the middle of class, then it will be an automatic pop quiz for the entire class and the cell phone will be taken away. If a cell phone goes off in the middle of a test or quiz then the owner of the cell phone will have 5% taken off that test or quiz and the cell phone will be taken away.

**Academic Integrity**

Any work submitted by a student in this course for academic credit must be the student’s own work. Most of the time in class, students will be collaborating with each other. However, individual assignment to be done each student will be responsible for their own work. Any copying done, both the student who copied the work and the student who gave the material to be copied will both automatically receive a zero for that assignment

**PowerSchool**

I keep my gradebook in “live” mode, which means that every time a parent or student checks PowerSchool, they are seeing the most up-to-date version of that student’s grades. I also post homework in my gradebook at the end of each class period, so the assignment each night can be accessed simply by looking at the gradebook. Please check PowerSchool early and often!

**In General**

This course is designed to cover the full curriculum for IB Math SL. We will focus on preparation for the May IB Examination and prepare students for further study in math at the college level. Students who successfully complete this course with a “B” or better should be prepared to take AP Calculus BC the following year. A grade of “C” would prepare the student to take AP Calculus AB. If you have any questions, feel free to contact me at 661-718-3100 ext. 115, or e-mail me at [ntrieu@avhsd.org](mailto:ntrieu@avhsd.org) .

I am looking forward to working with each one of you during this school year. Please sign on the next page indicating that you’ve read the above, as has your parent or guardian, and return to me no later than Friday, August 16th.

Please sign your name below indicating that you have read and understood the rules of the class. Take this home and have at least one of you parents or guardians sign indicating that she/he has read these rules.

­­­These are due by Friday, August 12th.

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Name of student Signature of Student

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Name of Parent or Guardian Signature of parent or guardian

­­­­­­­­­­Parent e-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian comments:

ho gave the material to be copied will both automatically receive a zero for that assignmentho copied the work and the student