

NOTE BLOCKED COURSES: Green (1 – 2), Art Portfolio (3 – 4), Photography and Phenology (5 – 6)

Period 1				
ENG	Intro to Writing at Shabazz	Theatre	Colleen	English
ENG	Reading Toni Morrison	203	Denise	English
ENG	Young Adult Latinx Lit	219	Sara	English
SOC	Shabazz Experience	ART	Rachel/Nathan	Social Studies
SOC	My Purpose: Ind. Study in Soc. Studies	200	Aaron	Social Studies
SCI	Advanced Ecology	204	Robert	Science
SCI	Green	217	Brian	Science/Phy Ed
PHY	Road: Yoga and Walking	GYM	Joe	Phy Ed
Period 2				
ENG	Intro to Shabazz Writing	Theatre	Colleen	English
ENG	Intro. to College Writing & Reading Strat.	203	Denise	English
ENG	Poetry	219	Sara	English
SOC	Shabazz Experience	ART	Rachel/Nathan	Social Studies
MAT	Math Modeling (Advanced Math)	213	Grant	Math
SCI	Road: Science of Consciousness	216	Peter	Science
PHY	Green	217	Brian	Science/Phy Ed
PHY	Weight Training	GYM	Joe	Phy Ed
Period 3				
ENG	Independent Projects in English	219	Sara	English
SOC	Road: Native American Culture	201	Nathan	Social Studies
SOC	Exploring US Hist 1880-1920: An Age of Extremes	200	Aaron	Social Studies
MAT	Data & Statistics in the Social Sciences (Algebra I+)	213	Grant	Math
MAT	Geometry	216	Peter	Math
SCI	Chemistry	204	Robert	Science
SCI	Anatomy and Physiology	217	Brian	Science
ART	Art Portfolio	ART	Rachel	Elective
HLT	Researching Health Topics	GYM	Joe	Health
Period 4				
ENG	Road: Lakota Woman	Theatre	Colleen	English
SOC	STEPS	203	Denise	English/Health
SOC	Independent Projects in Social Studies	201	Nathan	Social Studies
SOC	Passion for Leadership: Social Justice	200	Aaron	Social Studies
MAT	Data & Statistics in the Bio. Sciences (Algebra I+)	213	Grant	Math
MAT	Geometry	216	Peter	Math
SCI	Chemistry	204	Robert	Science
SCI	Anatomy and Physiology	217	Brian	Science
ART	Art Portfolio	ART	Rachel	Elective
Period 5				
ENG	Playwriting	Theatre	Colleen	English
ENG	Reading Strategies Workshop	203	Denise	English
SOC	Applied Economics	201	Nathan	Social Studies
SOC	Passion for History: Civil Rights & Beyond	200	Aaron	Social Studies
MAT	Road: Math for Social Justice (Adv. Math)	213	Grant	Math
MAT	Advanced Math: Basics	216	Peter	Math
SCI	Physics	204	Robert	Science
SCI	Photography and Phenology	217	Brian	Science
FOR	American Sign Language, Year One	219	Sarah	Elective
Period 6				
ENG	Theater Workshop	Theatre	Colleen	English
ENG	Mind, Body, & Soul	203	Denise	English
SOC	Explore Stories	200	Aaron	Social Studies
MAT	Road: Math. of Ldrship: Fundraising & Budgeting	213	Grant	Math
MUS	Music Performance	216	Peter	Elective
SCI	Cell Biology	204	Robert	Science
ART	Photography and Phenology	ART	Rachel	Elective

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 1

Introduction to Writing at Shabazz

Period 1

Teacher: Colleen

This class will introduce incoming Shabazz students to a variety of tools, techniques, and skills to establish a foundation for writing at Shabazz. This will be accomplished through a combination of individual and group activities focusing on the full writing process. This includes prewriting, drafting, revising, and final editing. Additionally, students will learn and practice protocols and classroom habits to be a successful Shabazz student. **Goals:** Utilizing the argumentative writing format, students will understand and demonstrate the common language and process of writing, and understand protocols and tools of the writing process at Shabazz. **Student Assessment:** Using our class rubric, students will be evaluated in the following areas: engagement, protocol/work habits, general assignments, and completed essays. A rubric will be used to evaluate all major writing assignments.

Reading Toni Morrison

Period 1

Teacher: Denise

Students will practice reading strategies and critical analysis through the lenses of race, class, gender, and historical context in the novels of the Nobel Prize-winning, African American author Toni Morrison. During the first quarter, we will concentrate on Morrison's first novel *The Bluest Eye* and how external events and narratives can form one's internal sense of identity. During the second quarter, the class will deepen this thematic analysis in Morrison's 1987 controversial novel *Beloved*. It will be necessary for students to maintain a group pace of in-class reading, writing, and project work. Students must have stellar attendance, consistent focus during class time, and excellent follow through on assignments. Collaboration, positive participation in discussions, and a desire to improve reading and writing skills is required. Students should expect frequent reading homework. **NOTE:** While these texts contain topics of alienation, abuse, madness, despair, rape, incest, infanticide, and slavery, they also present ideas of forgiveness, joy, hope, the importance of community, love, and the enduring capacity of the individual to survive the worst horrors imaginable. Although not required, it is strongly encouraged that students enroll in the course for both first and second quarters.

Young Adult Latinx Lit

Period 1

Teacher: Sara

Students will work in lit circles with peers reading the same novel. The novel choices for this class will be Young Adult books with Latinx protagonists written by Latinx authors. Students will discuss the themes found in the novels as well as the context of the political and societal atmosphere in which they were written.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 1 (cont.)

Shabazz Experience**Period 1****Teachers: Rachel and Nathan**

This class will introduce incoming Shabazz students to the culture and history of Shabazz. Students will practice self-advocacy, reflection, and presentation in this class. **Student Assessment:** Students will be assessed on three in-class projects and be expected to earn passing on each project in order to pass the class. Students will also be assessed on daily behavioral expectations called "daily engagement". Students will be expected to maintain a percentage of 70 or above on the engagement rubric.

Independent Study in Social Studies**Period 1****Teacher: Aaron**

This Level 3 Social Studies class is an independent or small group project space, where students set and pursue their own purpose. This class has two optional routes for successful completion. Students who choose the first option may continue the project across multiple quarters, with the potential to earn up to one full credit over four quarters.

First option: Teachers in this course will supply rubrics, advice, and supports, but will be mainly acting as advisers. Students and teachers will review work, celebrate successes, and negotiate next steps, 1-2 times per week. A detailed proposal is first created through brainstorming and preliminary research. Proposals include a question/problem, a review by an outside mentor/stakeholders (found by student), and a final edit. Students then choose one or both of the following: 1) Write a formal research paper that includes multiple sources, multiple edits, and formal review by an outside mentor/stakeholder. 2) Follow through with a plan of action that will include a timeline, multiple steps, volunteer hours, and a formal review by an outside mentor/stakeholder. Finally, students complete their project with a formal presentation of learning, growth, and impact during a Shabazz "Celebration of Learning" event. Although it is not a requirement, it is beneficial for students to enter this class with an independent project topic they are already passionate about.

Second Option: This option is available for students who do not have an independent project in mind. They will spend the length of the quarter exploring potential areas of interest with the intent of creating a proposal for an independent project. This option may include time for credit recovery of past social studies courses.

Advanced Ecology**Period 1****Teacher: Robert**

Advanced Ecology is a two course series offered during first and second quarter. It is intended for students who are attempting their part of the third credit of science needed to graduate and who have an interest in the environmental sciences. The course is recommended as a precursor to Project Green Teen (PGT) but is not required in order to take PGT in the Spring. This course will explore the basics of energy flow through ecosystems, different types of terrestrial ecosystems/biomes, and will introduce students to some of the issues surrounding human management of natural resources. There will be several fieldtrips to a nearby field research location, and to restored prairies. At least two research slide presentations will be expected each quarter and the assessment of those will focus on more advanced skills for making the presentations. Credit achievement will be based on those presentations, field trip participation, and written assessments. Students will miss several first hour class periods and occasionally a third hour class period and will have to work with their other instructors in advance to be able to make up work for those classes.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 1 (cont.)

Green (blocked w/ 2nd hour)

Period 1

Teacher: Brian

Students who have completed PGT have priority enrollment, however other interested students can discuss exceptions to the requirement with Brian. This course is blocked, with students enrolled in both 1st and 2nd hour Green. The class is capped at 13 students. Eligible PGT students enrolled in Road to Indian Country can substitute 1st and 2nd hour Road PE and Science for Green. This is a course where students will be able to apply the environmental science, outdoor skills, restoration knowledge, trip planning and community building established in PGT. Students will go in greater depth learning about how sustainability and environmental themes can be utilized to create healthier individuals and communities. We will also explore themes outlined in the book Last Child in the Woods. Students will be expected to plan and execute a service learning restoration project in addition to a 2-3 wilderness trip. Students should expect to spend substantial time outdoors during the 2 hours in addition to the overnight trip.

Road: Yoga and Walking

Period 1

Teacher: Joe

This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. This class welcomes all ability levels regardless of yoga or exercise experience. The class will be split between yoga and walking. Approximately half the classes will focus on yoga sequences and meditations, while the other half will be walks of approximately 2 miles out in the community. The class is designed to be restorative. Students will learn and experience how a regular yoga practice and aerobic exercise can improve their physical and emotional well-being. Yoga mats are provided.

Shabazz City High School

Course Descriptions – 1st Quarter 2019-20

Period 2

Intro to Writing at Shabazz

Period 2

Teacher: Colleen

*This is the second section of this course. Please see description under first hour.

**Introduction to College Writing
and Reading Strategies**

Period 2

Teacher: Denise

NOTE: This course is a dual-credit opportunity in partnership with Madison College. Students must have senior standing OR junior standing with Denise's approval and proof of readiness prior to enrollment in the course. See Denise if you wish to take this course as a junior. It is highly recommended that students enroll in this course for the entire year. However, students can enroll by semester. We will follow Madison College grading scales and attendance requirements. In the Introduction to College Writing and Reading Strategies course, students will learn, practice, and apply skills for higher-level reading, writing, information access, and critical thinking needed to read, write, and conduct research proficiently at the college level. Reading skills covered will include highlighting and annotating texts, identifying main ideas and supporting details, recognizing organizational patterns, isolating evidence, forming questions, making inferences, paraphrasing, summarizing, evaluating, and applying information. While assuming an initial competence in basic paragraph and essay structure, the course will reinforce principles of composition that develop grammatical proficiency, organization, and critical thinking. Students will develop and assert a personal writing style through multiple project revisions and workshops. Students will also acquire iterative design awareness, reflection and self-advocacy skills to manage assignments, effective academic habits of mind, and a working knowledge of infrastructural college-readiness and employment expectations. **Must enroll for both Quarters 1 & 2.**

Poetry

Period 2

Teacher: Sara

This course will focus on writing poetry. Students will be expected to use their prior understanding, as well as newly-gained knowledge, of the aspects of poetry to write creative, original poems. Students will read and analyze different styles of poetry and have the opportunity to experiment with a variety of styles and topics to create their own work. Poets of all levels are welcome in this course: any prior experience with poetry will be utilized but is not required. Students will complete a cohesive collection of poems in this course.

Shabazz City High School

Course Descriptions – 1st Quarter 2019-20

Period 2 (cont.)

Shabazz Experience	Period 2	Teachers: Rachel and Nathan
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*This is the second section of this course. Please see description under first hour.

Math Modeling (Advanced Math)	Period 2	Teacher: Grant
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This math course will delve into complex, robust, real-life math problems. These problems may take more than a half hour to fully understand their complexity without even starting to come up with a solution. This course will be based on group work, class discussion, research, and writing up final solutions in form of a formal paper. An additional quarter credit (of general math credit) is available to those that also complete a designated math competition in November. (Honors credit is available.) Completion of Geometry is required to take this course, though completion of some Advanced Math is suggested.

Road: Science of Consciousness	Period 2	Teacher: Peter
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This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. The class has been given permission to use the Awaken app by Sam Harris. "The purpose of meditation isn't merely to reduce stress or to make you feel better in the moment—it's to make fundamental discoveries in the laboratory of your own mind." Daily writing is required.

Green (blocked with 1st hour)	Period 2	Teacher: Brian
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Students who have completed PGT have priority enrollment, however other interested students can discuss exceptions to the requirement with Brian. This course is blocked, with students enrolled in both 1st and 2nd hour Green. The class is capped at 13 students. See specific course description in 1st hour listing.

Weight Training	Period 2	Teacher: Joe
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The goal of the course is for students to acquire confidence and knowledge in the weight room so that they can continue participating in strength activities for a lifetime. Students will demonstrate effective principles of weight training by creating and implementing an individualized weight training program. Students are expected to participate in weight training activities four days per week. One day per week will be discussion based. No prior experience is necessary. Students will be evaluated on engagement levels and class content knowledge.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 3

Independent Projects in English

Period 3

Teacher: Sara

Are you a self-motivated learner? Do you prefer to work individually? Is there an English topic you're interested in that isn't offered at Shabazz? If you answered yes to these questions, this is the class for you! Students will work directly with Sara to create an independent project in English: this includes developing a specific goal for the project and a calendar of deadlines and check-ins. If there's an English-related niche or topic you've been wanting to explore, this is your chance.

Road: Native American Culture

Period 3

Teacher: Nathan

This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. This class will focus on the culture and life of Native American's, especially the Ho Chunk and Lakota. A heavy emphasis will be placed on first person narratives and primary sources to learn from authentic voices.

Exploring U.S. History, 1880-1920: An Age of Extremes

Period 3

Teacher: Aaron

Explore classes at Shabazz are designed for students to get a chance to dig in to different subjects to find their passions. For this class, the focus will be from 1880 - 1920. Each decade-ish unit will begin with teacher led instruction giving a broad outline of the major events, themes, and figures of the decade. This will be followed by a week-long research period for students to dig deep into an area of interest. Interest might circulate around art, music, race, biography, personalities, specific events, ideas, etc. To culminate the unit, students and teacher will negotiate a unit project where students produce an artifact that can be spoken, written, and/or shown where the student uses historical documents to create an analysis of the history. Artifacts can include creative pieces, debates, essays, plays, etc. Students can choose individual, group, or class projects. Finally, students will reflect on their learning for the unit.

Algebra 1+: Data and Statistics in the Social Sciences

Period 3

Teacher: Grant

This course is the first quarter of a year-long Algebra 1 curriculum. The class will focus on the collection, organization, description, and basic analysis of data. The data explored will be connected to the social sciences and students will be expected to collect their own data via research or surveying. Though enrollment priority will be given to Algebra 1 students, students who have already completed Algebra 1 may also take this course. Those students will be expected to complete additional analyses and be able to share their findings with others.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 3 (cont.)

Geometry**Period 3****Teacher: Peter**

This is the 1st quarter of a year-long Geometry course. Topics include: Euclidean proofs; use properties of angles and parallel lines to find missing angles; use properties of angles and polygons to find missing angles; use a straight-edge and compass to construct desired shapes; identify and use the acceptable congruence theorems of triangles in problems involving proof; write a proof of a geometric concept using Euclidean representations of geometric ideas.

Chemistry**Period 3****Teacher: Robert**

Chemistry is a four quarter class series intended for students new to high school science courses. Quarter one focuses on the structure of atoms and the nature of chemical bonding. Quarter two examines the main groups of atoms, and the meaning behind the structure of the Periodic Table of the Elements. Quarter three examines the fundamentals of organic chemistry and the properties of complex polymers. Fourth quarter examines the mathematical relationships in chemical reactions and how ideal gases interact in these reactions. A lot of time is spent on learning about and using basic study skills, developing increasing responsibility and independence, and classroom discussion skills. Credit is earned using the District expectations and assessment occurs via written assessments, in-class work, and completion of laboratory write-ups. This is not an appropriate course series for experienced science students and it is recommended that such students seek alternative science courses offered at other times or by other instructors.

Anatomy and Physiology**Period 3****Teacher: Brian**

This is a semester long introductory biology course 1st and 2nd quarter that will primarily focus on the anatomy and physiology of the nervous, muscular, skeletal, cardiovascular, digestive and respiratory systems. Students will take a fascinating in-depth look at the human body and be expected to engage in a variety of comparative anatomy dissections throughout the quarter on frog, sheep, pig, and deer (hopefully) specimen! Students should expect practical assessments on dissection specimen and final research projects as assessments for each unit. **4th hour is a separate section and is not blocked with this course.**

Art Portfolio (blocked with 4th hour)**Period 3****Teacher: Rachel**

This course is designed for upperclassmen who need to develop an art portfolio for a future career or college entrance application. Class includes time to develop work for an art portfolio, time in class to professionally document previous work, an exploration of college or careers in the art field, and visits from college and art professionals. This class is blocked with 4th period. Student must take both periods. Assessment: To earn credit student must maintain a daily engagement percentage above 70% and must complete all projects to standards by the final deadline. This includes the development of an art portfolio that students will present to a panel of art professionals for feedback.

Researching Health Topics**Period 3****Teacher: Joe**

Students will become more proficient in the lifelong skill of accessing and sharing valid health information that is relevant to their lives. Additionally, there will be a strong emphasis on creating and sharing high quality presentations from the health information that is accessed. Students will gain a greater understanding of how writing skills transfer to presentation skills. Students will be assessed with the Shabazz presentation rubric.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 4

Road: Lakota Woman

Period 4

Teacher: Colleen

This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. We will read *Lakota Woman*, a memoir by Mary Brave Bird, a Lakota Sioux who was raised on the Rosebud Indian Reservation in South Dakota. (Rosebud is adjacent to Pine Ridge Reservation, the destination of our service trip.) She describes her childhood and young adulthood, which included many historical events. We will use topics and events explored in her text as springboards for discussion and research. While this is one woman's story, it provides rich information about Sioux culture that we will apply, analyze, interpret, synthesize, and evaluate. Students will be required to read aloud, complete reading/assignments outside of class, work in groups as well as independently, engage in class discussion, respond verbally and in writing, take notes, conduct research, and write a formal paper of analysis. **Learning Goals:** Students will actively engage in the reading process; use examples/evidence from the text to support claims and personal reactions; recall and use prior learning and experience to understand the text; conduct research to address essential questions; demonstrate understanding of class concepts by producing work (written and verbal) that meets class guidelines. **Assessment:** Completion of class activities/ requirements/assignments according to established goals/rubrics and by established due dates.

*Research project and accompanying analytical essay will be used for final assessment.

STEPS

Period 4

Teachers: Denise and Julie

In the STEPS (Skills Training for Emotional Problem Solving) course, students will focus on mindfulness, distress tolerance, emotion regulation, and inter-personal effectiveness. Assessments will consist of: individual written reflections, demonstration of learning, and positive participation in discussions. Students should expect to complete activities in small groups, large groups, individually, and partnered work. Homework may be needed.

Independent Study in Social Studies

Period 4

Teacher: Nathan

This Level 3 Social Studies class is an independent or small group project space, where students set and pursue their own purpose. This class has two optional routes for successful completion. Students who choose the first option may continue the project across multiple quarters, with the potential to earn up to one full credit over four quarters.

First option: Teachers in this course will supply rubrics, advice, and supports, but will be mainly acting as advisers. Students and teachers will review work, celebrate successes, and negotiate next steps, 1-2 times per week. A detailed proposal is first created through brainstorming and preliminary research. Proposals include a question/problem, a review by an outside mentor/stakeholders (found by student), and a final edit. Students then choose one or both of the following: 1) Write a formal research paper that includes multiple sources, multiple edits, and formal review by an outside mentor/stakeholder. 2) Follow through with a plan of action that will include a timeline, multiple steps, volunteer hours, and a formal review by an outside mentor/stakeholder. Finally, students complete their project with a formal presentation of learning, growth, and impact during a Shabazz "Celebration of Learning" event. Although it is not a requirement, it is beneficial for students to enter this class with an independent project topic they are already passionate about.

Second Option: This option is available for students who do not have an independent project in mind. They will spend the length of the quarter exploring potential areas of interest with the intent of creating a proposal for an independent project. This option may include time for credit recovery of past social studies courses.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 4 (cont.)

Passion for Leadership: Social Justice**Period 4****Teacher: Aaron**

This is a semester long class for students who have completed Shabazz Experience. Passion Social Studies classes at Shabazz are meant to be an academically intense deep dive into one content area and one skill, because of this, students should have a passion for the topic and be ready to put some energy in the class. For this passion class students will step into a leadership role here at Shabazz and must be prepared to do extensive public speaking. Examples of leadership and speaking requirements are running a circle discussion, hosting a prospective student, hosting a meal for students/leaders/teachers, presenting to middle school students, and working with community members during and outside of school hours. In addition to preparing and executing the above projects, students will do reading studies on various leadership texts like Leadership Step by Step, Nonviolent Communication, Deep Diversity, We Want to do more than Survive, Circle Forward, and White Fragility. Finally, during this quarter, we will partner with the YWCA and Briar Patch to volunteer and participate in their initiatives. This will include two required evening meetings with these institutions and a commitment to attending the Racial Justice Summit on October 15th and 16 (all day) and attending a volunteer training at Briar Patch. **Due to the public/event nature of this class students will be held to deadlines in this reading and presenting heavy class.**

**Algebra 1+: Data and Statistics
in the Biological Sciences****Period 4****Teacher: Grant**

This course is the first quarter of a year-long Algebra 1 curriculum. The class will focus on the collection, organizing, descriptions, and basic analysis of data. The data explored will be connected to the biological sciences and students will be expected to collect their own data via research or experimentation. Though priority will be given to Algebra 1 students, students who have already completed Algebra 1 may also take this course and will be expected to complete additional analyses and be able to share their findings with others.

Geometry**Period 4****Teacher: Peter**

This is the 1st quarter of a year-long Geometry course. Topics include: Euclidean proofs; use properties of angles and parallel lines to find missing angles; use properties of angles and polygons to find missing angles; use a straight-edge and compass to construct desired shapes; identify and use the acceptable congruence theorems of triangles in problems involving proof; write a proof of a geometric concept using Euclidean representations of geometric ideas.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 4 (cont.)

Chemistry**Period 4****Teacher: Robert**

Chemistry is a four quarter class series intended for students new to high school science courses. Quarter one focuses on the structure of atoms and the nature of chemical bonding. Quarter two examines the main groups of atoms, and the meaning behind the structure of the Periodic Table of the Elements. Quarter three examines the fundamentals of organic chemistry and the properties of complex polymers. Fourth quarter examines the mathematical relationships in chemical reactions and how ideal gases interact in these reactions. A lot of time is spent on learning about and using basic study skills, developing increasing responsibility and independence, and classroom discussion skills. Credit is earned using the District expectations and assessment occurs via written assessments, in-class work, and completion of laboratory write-ups. This is not an appropriate course series for experienced science students and it is recommended that such students seek alternative science courses offered at other times or by other instructors.

Anatomy and Physiology**Period 4****Teacher: Brian**

This is a semester long introductory biology course 1st and 2nd quarter that will primarily focus on the anatomy and physiology of the nervous, muscular, skeletal, cardiovascular, digestive and respiratory systems. Students will take a fascinating in-depth look at the human body and be expected to engage in a variety of comparative anatomy dissections throughout the quarter on frog, sheep, pig, and deer (hopefully) specimen! Students should expect practical assessments on dissection specimen and final research projects as assessments for each unit. **3rd hour is a separate section and is not blocked with this course.**

Art Portfolio (blocked with 3rd hour)**Period 4****Teacher: Rachel**

Please see the course description under 3rd hour.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 5

Playwriting

Period 5

Teacher: Colleen

This course is designed as an introduction to the process of playwriting. The fundamental components of a play—story, characters, dialog, theme, structure, journey—will be explored through discussion, writing exercises and reading assignments. The way that fundamental components may be combined to create plays will be explored in the writing of several short scenes, and ultimately, in the creation of a short play. **Goals:** Learn to write effective dialogue (revelation of information through dialogue and action); Create unique, believable, well-developed characters; Create scenes that fully develop conflict/plot, have limited setting changes, are feasible to stage; Create conflicts that sufficiently challenge characters, are believable and are not easily overcome; Learn/demonstrate proper format/structure of stage scripts; Learn vocabulary of playwriting/theater. **Assessment:** Participation in class exercises/activities, work completion (assignment requirements met), submission of work by deadlines, completed play that demonstrates understanding of story, characters, dialog, journey, theme, structure, tone (see course goals).

Reading Strategies Workshop

Period 5

Teacher: Denise

The Reading Strategies Workshop is ideal for individuals who love to read but never seem to have enough time to do it. The class will provide students with the opportunity and time to read two texts of choice (one fiction and one non-fiction). Assignments will help students make their reading and thinking more visible to others. This introductory version of the Reading and Writing Workshop course is designed for students to learn to choose appropriate texts, understand and practice reading strategies, develop note-taking skills, improve reading comprehension techniques, and effectively articulate written responses to texts. Students will also work through the initial steps of crafting an argumentative essay (brainstorming, using graphic organizers, developing a claim and thesis statement, and identifying evidence from the note taking process to support that thesis). Students will use this practice (in both verbal and written formats) to assess, discuss, defend, and persuade others to read their chosen books. Most students will need to complete frequent reading homework. It is recommended that this course be taken BEFORE the Reading and Writing Workshop class offered by Colleen.

Applied Economics

Period 5

Teacher: Nathan

This class is designed for students who have demonstrated collaborative skills previously and are looking to hone their skills further while helping to make the Shabazz store, The Snack Shack, even more successful. Students will learn the principles of microeconomics through hands on participation in various departments such as: Store Operation, Advertising/Marketing, Finance/ Accounting, and Inventory Management/Purchasing.

Passion for History:

Period 5

Teacher: Aaron

Civil Rights and Beyond

This is a semester long class. Passion social studies classes at Shabazz are meant to be an academically intense deep dive into one area and one skill, because of this, students should have a passion for the topic and be ready to put in some energy in the class. For this passion class students will look at the Civil Rights and other social justice movements of the 50s, 60s, and 70s in the United States. They will use the tools of the historian to research, analyze, and argue for what the most important lessons we can learn from this time in US history are. Students will begin each unit with a focus lesson giving them context in to the event, personality, or time frame we are studying. From here students will spread out into history to investigate and analyze documents on questions of interest. Students will then return to the course's essential question using their newly learned information to argue about the lessons to be learned and applied to today's pressing social justice questions. **This will be a reading and writing intensive class.**

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 5 (cont.)

**Road: Math for Social Justice
(Advanced Math)**

Period 5

Teacher: Grant

This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. The Pine Ridge Reservation occupies the two poorest counties in America. How can we make sense of that information in comparison to other information that we have available to us? In this course we will be exploring extreme events, determining biases, and comparing populations using the normal curve and social contexts. Students in the Road to Indian Country cohort have first priority to this class, but additional available seats in this college-prep class are opened up to others.

Advanced Math: Basics

Period 5

Teacher: Peter

Topics include: Advanced polynomial equations and their graphs; linear and quadratic solving; defining and graphing linear and quadratic functions; distance and midpoint calculations; intersection of two lines; writing a linear equation from limited information; general information on complex numbers; using different methods to solve for the roots/zeros of quadratic equations; writing a quadratic equation from limited information; solving complex real-world word problems.

Physics

Period 5

Teacher: Robert

Newtonian physics is a year-long course intended for either students who have completed algebra II or are currently enrolled in algebra II for first and fourth quarters. In addition to the science credit earned each semester of physics has the opportunity for the student to earn 0.25 credit of algebra II at the end of the semester. The course content focuses on mechanics (force, momentum, vectors, etc.) and problem solving. Problem sets, laboratories, discussions are optional but intended to support learning so that the assessments are easier and demonstrative of the skills that have been developed by the student. Studying and preparing outside of class for about 20 minutes plus per day is to be expected. Students will be expected to independently read the text and to synthesize information from the text with content from lectures, and the other classroom activities. The course is targeting skilled students seeking to take a fourth credit of science and who are in the last year of high school.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 5 (cont.)

Photography & Phenology (blocked with 6th hour)

Period 5

Teacher: Brian

This class is paired with Rachel's 6th hour photography course. In this course students will focus on learning the science of phenology (how plant and animal species are related to climate and cyclical environmental phenomena). Students will be expected to identify and learn about a breadth of plant and animal species in addition to how they are inter-related in nature. We will also explore how humans influence these relationships and how we can create and follow through on the concept first introduced by Aldo Leopold called "Land Ethic," which articulates how we can coexist most responsibly with nature. In conjunction with Rachel's 6th hour class, students will have a variety of opportunities to get outside the building and observe nature first hand in addition to documenting what they observe through photography and other documentation. This course will include at least one full day and one half day field trip in addition to some out of school experiences during the blocked class. Students will be expected to attend these trips while honoring obligations to other courses as well.

American Sign Language, Year One

Period 5

Teacher: Sarah

ASL 1 is an introductory course that uses the ACTFL World Readiness for Language Learning Standards, the Common Core State Standards and the National ASL Standards. Students will learn how to communicate in ASL through simple conversation and develop skills in receptive comprehension and expressive demonstration. They will explore Deaf culture and develop an understanding of the practices and perspectives of American Deaf culture. ASL students will demonstrate comprehension of selected cultural topics such as history and audism by means of presentational writing, and other culture topics such as social norms and behaviors expressively. Through utilizing mostly ASL in class, students will develop the ability to communicate in ASL at a basic level around familiar topics like self and family, school, preferences, and everyday customs. ASL is a semester long class. Students should sign up for ASL 1st and 2nd quarter.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 6

Theater Workshop

Period 6

Teacher: Colleen

This class will explore aspects of theatre related to production. Students will learn about stages, terminology, scenery, directing, staging and acting. You will be expected to actively participate in theatrical exercises requiring acting and movement. We will also do some writing and viewing. Though there are acting (performance) requirements, this class is designed to be an introduction to theatre, so it's great for beginners. **Goals:** Learn to identify different stages, understand stage terminology, learn to use acting tools (voice, expression, movement) to better communicate feelings and motivations, overcome stage fright, increase self-confidence and collaboration skills. **Assessment:** Class contributions and participation; self-motivated engagement; demonstrated knowledge of concepts covered in class and incorporation of these concepts into practice; improvement in the techniques of acting; quality and depth of written assignments and oral discussion.

Mind, Body, and Soul

Period 6

Teacher: Denise

This is a non-repeatable class. Students in this course will explore basic English language arts concepts and quality of life issues through a variety of introductory activities and learning style challenges. This course does not require significant pre-requisite knowledge or skill sequencing. The course will allow students safe and fun ways to take risks with reading, writing, discussion, group dynamics, creativity, movement, and mindfulness. Students will keep track of their metacognitive process and progress throughout the quarter with frequent guided reflection writing. Students are expected to contribute to an environment conducive to growth and change for all while they identify personal learning challenges and deepen strengths. Consistent collaboration, positive engagement, and successful openness to grow academically and social-emotionally are our priorities. Strong attendance is essential. We will employ strands of our common Collaboration & Leadership rubric in our final class assessments.

Explore Stories: Oral History with the Madison Senior Center

Period 6

Teacher: Aaron

Explore Social Studies classes at Shabazz are designed for students to get a chance to dig in to different subjects to see if they can find their passions. For this class we will be partnering with Madison Senior Center to create oral histories. Each week students will meet with someone at the Senior Center to discuss on a particular theme. Students will record and transcribe these meetings. In addition, students will research the places, events, and timeframes that are brought up in the meetings. This research and the transcriptions will be used to build webpages to be featured on the Shabazz website.

Road: Mathematic of Leadership – Fundraising and Budgeting

Period 6

Teacher: Grant

This class is part of the Road to Pine Ridge cohort. Road to Pine Ridge students will be given priority enrollment, but any student may sign up. The Shabazz community has a lot of creativity in coming up with some amazing ideas, but sometimes they need resources to make those ideas into realities. This class will explore ways to fundraise for the Road to Indian Country Trip and for other leadership classes. Students will ultimately create individualized fundraising projects that others in the class with support. Credit for this class may vary based on the individual project chosen.

Shabazz City High School

Course Descriptions -- 1st Quarter 2019-20

Period 6 (cont.)

Music Performance**Period 6****Teacher: Peter**

Choose, learn, and perform music with retired Shabazz teacher Gene Delcourt. Fiddles are provided, but other instruments may be played as well.

Cell Biology 1**Period 6****Teacher: Robert**

Cell Biology is a series of two courses intended for students who have taken chemistry, although a skilled student could take this class as a first high school course. First quarter focuses on the definition of life, biochemistry, and the anatomy of the major types of cells. Second quarter continues the focus on biochemistry through the study of several significant reactions series, such as photosynthesis; respiration; and DNA and protein synthesis. Most "labs" are abstracted modeling labs although if class size permits basic microscopy skills will be introduced. Students will also be introduced to and be expected to improve upon basic researching skills and standards around the verification of information and sources of that information. These skills will be demonstrated through slide presentations on a variety of subjects related to the current course of study.

**Photography and Phenology
(blocked with 5th hour)****Period 6****Teacher: Rachel**

This class is blocked with Brian's phenology class. Students must be willing to take weekly field trips to do science observation in the field, as well as take photographs in natural settings. This involves going outside when the weather isn't always ideal. Students will explore the genre of nature photography and nature identification. Students will learn digital photography basics including proper camera settings, composition setup, and digital photograph manipulation. Assessment: To earn credit, students must keep a daily engagement percentage above 70% and earn passing on all project rubrics. Final project will include a photo presentation to an audience of stakeholders.