

NOTE BLOCKED COURSES: Environmentalism (5 – 6)

Period 1				
ENG	Writing for Yearbook	Theatre	Colleen	English
ENG	Reading Toni Morrison	203	Denise	English
SOC	World Geography Exploration	201	Nathan	Social Studies
SOC	Explore Discrimination: Mirrors	200	Aaron	Social Studies
MAT	Advanced Math: Polynomials	213	Grant	Math
SCI	Advanced Ecology	204	Robert	Science
ART	Acrylic Painting	ART	Rachel	Elective
PHY	Weight Training	GYM	Joe	Phy Ed
Period 2				
ENG	Delivering Effective Presentations	Theatre	Colleen	English
ENG	Intro. to College Writing/Reading Strat.	203	Denise	English
ENG	Research Writing	219	Sara	English
SOC	Explore Discrimination: Mirrors	200	Aaron	Social Studies
MAT	Numbers Throughout History	213	Grant	Math
MAT	Advanced Algebra	216	Peter	Math
SCI	Community Cooking	CAFE	Brian	Science/Health
ART	Comics	ART	Rachel	Elective
PHY	Yoga	GYM	Joe	Phy Ed
Period 3				
ENG	Theater Production	Theatre	Colleen	English
ENG	Writing Horror Fiction	219	Sara	English
SOC	Psychology of Teaching and Learning	201	Nathan	Social Studies
MAT	Data & Statistics in the Soc. Sciences (Algebra I+)	213	Grant	Math
MAT	Geometry	216	Peter	Math
SCI	Chemistry	204	Robert	Science
SCI	Anatomy and Physiology	217	Brian	Science
ART	Yearbook Design	ART	Rachel	Elective
PHY	Creating PE Games	GYM	Joe	Phy Ed
Period 4				
ENG	Writing Stories for Children	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	Illustrating Stories for Children	ART	Rachel	Elective
Period 5				
ENG	Reading Strategies Workshop	203	Denise	English
SOC	Into to Sociology	201	Nathan	Social Studies
SOC	Passion for History: Civil Rights & Beyond	200	Aaron	Social Studies
MAT	Advanced Math: Inequalities	213	Grant	Math
MAT	Logic: Use of Evidence in Writing	216	Peter	Math
SCI	Physics	204	Robert	Science
SCI	Environmentalism	217	Brian	Science
ART	Animation	ART	Rachel	Elective
FOR	American Sign Language, Year One	219	Sarah	Elective
Period 6				
ENG	Reading and Writing Workshop	Theatre	Colleen	English
ENG	Reflective Imagination	203	Denise	English
SOC	Sounds of History	201	Nathan	Social Studies
SOC	My Purpose: Ind. Study in Soc. Studies	200	Aaron	Social Studies
MUS	Music Performance	216	Peter	Elective
SCI	Cell Biology 2	204	Robert	Science
SCI	Environmentalism	217	Brian	Science

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 1

Writing for Yearbook

Period 1

Teacher: Colleen

This is a writing class! Students will determine what "articles" will be in the yearbook, then spend daily class time researching, planning, writing, and revising articles/pages for the final yearbook publication. Students must be able to work with computers, must come with original ideas and must be self-directed. Each student enrolled will be involved in research, writing articles, creating school survey questions, tabulating results, interviewing, planning pages, and making revisions in order to produce polished, publication-ready articles. Due dates will be strictly enforced in order to effectively collaborate with graphic designers. **Goals:** Learn essential elements of articles for publication; provide supporting data through research; create a strong voice in writing; find ways to incorporate many student voices; improve writing through revision; assess and represent multiple perspectives in projects; collaborate and compromise when needed. **Assessment:** Demonstrate initiative in generating project ideas and successful follow-through to completion; demonstrate understanding of feature article components; successful completion of chosen projects (pages) that meet rubric criteria; ability to manage time productively while working independently; ability to implement editor's note; publication of articles suitable for school audience.

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. Building upon our first quarter reading of 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 our 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.**

World Geography Exploration

Period 1

Teacher: Nathan

In this exploratory class designed for students who are beginners to world geography or world history, we will explore various people and cultures of the world. Students will select countries to focus on from various continents and create a museum exhibit to celebrate their culture and teach other students what makes this country and region unique.

Explore Discrimination: Mirrors

Period 1

Teacher: Aaron

This is a required class for new students in their 2nd quarter. 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 examining discrimination and the ways it is practiced in US society. This will include identity, intersectionality, implicit bias, systemic discrimination, the role of whiteness, and allyship. The course is organized in two week rotations. The instructor will design whole group instruction on a topic during the first week and students will research the topic on their own in the second week. Students will be graded on their ability to take notes on their learning and participate in discussions. For their final assessment students will create a short presentation and lead a group discussion.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 1 (cont.)

Advanced Math: Polynomials**Period 1****Teacher: Grant**

When colleges talk about requiring "advanced math" like Algebra 2, these are the topics they are often talking about: polynomials and factoring. If you want to go to any college (4-year or technical), you will want to have these skills mastered before you take the placement test. The math portions of this class will be taught in a very traditional way. Student skills, college expectations, and test taking skills will be covered to maximize post-secondary connections.

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.

Acrylic Painting**Period 1****Teacher: Rachel**

This class is an introduction to the basics of painting with acrylic paint. All skill levels are welcome in this course, and students can retake this course. The goal is for students to experiment with various painting techniques in order to develop skills. Students will be expected to participate in building a supportive classroom community and practice in-class discussions of artwork. This will build towards a final class critique of artwork created during the quarter. Assessment: In order to earn credit students must average a pass on all project rubrics and keep an engagement percentage above 70%.

Weight Training**Period 1****Teacher: Joe**

The goal of the course is for students to acquire the confidence and knowledge to participate in weight training activities outside of school. 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.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 2

Delivering Effective Presentations**Period 2****Teacher: Colleen**

In this course students will learn how to effectively deliver presentations to an audience. Students will be expected to write “speeches”/presentations, conduct research, organize ideas, rehearse, speak aloud, create and use Google slides, and also deliver presentations using notes/ cards. Instruction will focus on elements of the Shabazz Presentation Rubric. **Goals:** Improve skills in the areas of Performance, Idea Development, Supporting evidence, and Organization. Demonstrate traits of a leader. **Assessment:** Student presentations will be assessed using the Shabazz Presentation rubric. Active engagement in class will be assessed using daily engagement points. Assignments will be assessed using teacher criteria.

Introduction to College**Period 2****Teacher: Denise**

Writing and Reading Strategies

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 both Quarters 1 & 2.**

Research Writing**Period 2****Teacher: Sara**

Students in this course will learn and utilize the full research process from developing an idea through revising the finished research essay. Students will be expected to complete a full research essay, meeting process checkpoints along the way. In this course, students will be able to choose and develop their own research topic for the class. This course may not be repeated.

Explore Discrimination: Mirrors**Period 2****Teacher: Aaron**

This is the second section of a course that is also offered 1st period. Please see description under 1st hour.

Advanced Algebra**Period 2****Teacher: Peter**

Students will learn the computer program language R-programming. Students will use R-programming to analyze statistical data.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 2 (cont.)

Community Cooking

Period 2

Teacher: Brian

This class is an opportunity to develop cooking skills, learn about food science, and give back to the Shabazz Community. Students can earn either science or health credit. Students will be expected to do the research, shopping, preparation and cooking necessary to create community lunches each week. Students will research themes around sustainability, nutrition, and culinary techniques in order to create research projects and meals that are good for humans, pocket books and the planet. This is a class that requires collaboration in addition to individual motivation to complete tasks. Get excited to learn, cook, eat and give back!

Comics

Period 2

Teacher: Rachel

This class is an introduction to the basics of drawing comic style art. All skill levels are welcome in this course and students can retake this course. The goal is for students to experiment with various drawing and storytelling techniques in order to develop skills. Students will be expected to participate in building a supportive classroom community and practice in class discussions of artwork. The final project will be the development of a class comic book to be produced for the Shabazz community. Assessment: In order to earn credit students must average a pass on all project rubrics and keep an engagement percentage above 70%.

Yoga

Period 2

Teacher: Joe

This yoga course explores how gratitude, mindfulness, self-compassion, and compassion towards others impacts the body and the mind. Students are expected to participate in yoga sequences, breathing exercises, meditations, and reflective journaling. Students who successfully complete the course will experience various methods to assist in alleviating stress, anxiety, and/or trauma to work towards achieving their best self and inner peace. Yoga mats are provided.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 3

Theater Production**Period 3****Teacher: Colleen**

This class involves analysis and rehearsal of one or more short plays! The final goal is an all-school performance. Beginning actors welcome. All those enrolled must be prepared to memorize lines (outside of class), rehearse daily and perform. There will likely be two (or more) plays produced this quarter, all likely written by Shabazz students! Play titles to be announced the first days of class. You must maintain excellent attendance in this class to be eligible for credit. *If you have a history of missing more than 4 classes each quarter, this is not an appropriate class choice. **Goals:** Create a character outside yourself, develop believable action and motivation, experimentation with voice and body, manage "stage fright" and work with others on a collective goal. **Assessment:** Character creation that reflects planning, practice, and analysis. Line memorization by deadline. Regular attendance @ rehearsal. Ability to take direction, collaborate and communicate with cast members. Public performance on designated dates, and attendance @ after school rehearsal.

Writing Horror Story**Period 3****Teacher: Sara**

Students will develop their creative writing skills through an examination of the horror genre. Students will read short stories, learning about suspense and how it works. Students will be required to write a creative, original short horror story in this course. You do not need to have experience in writing short stories or be an expert in horror in order to take this course. Any previous experience with the genre will be celebrated and utilized but is not required.

Psychology of Teaching and Learning**Period 3****Teacher: Nathan**

Have you ever thought about teaching your own class at Shabazz or you get so geeked out about a topic you want to help others learn more? This upper level class is designed to help you follow and passion of yours by developing your own unit or class combining elements of backwards design and the psychology of learning. By the end of the quarter, students will successfully create a unit or quarter long plan for a potential learning experience at Shabazz. Students will need a willingness to commit to a topic for the duration of the quarter and an ability to share what they are passionate about to groups of students.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 3 (cont.)

**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, organizing, descriptions, 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 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 3****Teacher: Peter**

This is the 2nd quarter of a year-long Geometry course. Topics include: Model geometric concepts and visually represent relationships between 2-D and 3-D objects; explore indirect geometric measurements and the idea of dimension (area, volume, & Pythagorean Theorem); calculate the area and volume of shapes; replicate the quadrilateral hierarchy and explain its significance when discussing properties of quadrilaterals; experiment with transformation and rotations to make 3-D objects and cross-sections of 3-D objects.

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.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 3 (cont.)

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. *If you are interested in joining this class 2nd quarter please talk with Brian.***

Yearbook Design**Period 3****Teacher: Rachel**

This class will be collaborating to create the theme for the 2019-2020 school yearbook. Students will be practicing intense collaboration skills in order to discuss, debate, and then decide on a final theme for the yearbook. Students will then begin creating digital works of design to fit the theme, using Adobe Photoshop and Illustrator. Some computer experience helpful, but it is not required. Assessment: In order to earn credit students must average a pass on all project rubrics, show growth on the school's collaboration rubrics, and keep an engagement percentage above 70%.

Creating PE Games**Period 3****Teacher: Joe**

Students will work towards creating, presenting, and playing original physical activities. Students will recognize the lifelong value of collaboratively participating in a wide variety of physical activities for mental, social-emotional, and physical health. Students are expected to actively participate in a wide array of physical activities on a daily basis.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 4

Writing Stories for Children

Period 4

Teacher: Colleen

In this Service Learning class we will read and evaluate children's stories in preparation for final products...original stories! The first part of the class involves getting to know particular children through interviews, then (in collaboration with art students) tailoring a story to fit a child. These stories will then be illustrated by art students. Expectations include reading aloud, studying text, exploring child development/age appropriate themes, interacting with children, creating original stories, developing creative writing techniques, computer work, and participation in class activities. Collaboration with art students required. This class is a fun way to strengthen writing and revision skills. **Goals:** Understand developmental growth and milestones, create developmentally appropriate stories for child audiences, improve writing conventions, identify story components, use revision to improve readability, collaboration. **Assessment:** Class participation, successful completion of all writing assignments using evaluation rubric, participation in SL components, active participation in the writing process (especially revision)

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.

Malcolm Shabazz City High School

Course Descriptions – 2nd 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 2nd quarter of a year-long Geometry course. Topics include: Model geometric concepts and visually represent relationships between 2-D and 3-D objects; explore indirect geometric measurements and the idea of dimension (area, volume, & Pythagorean Theorem); calculate the area and volume of shapes; replicate the quadrilateral hierarchy and explain its significance when discussing properties of quadrilaterals; experiment with transformation and rotations to make 3-D objects and cross-sections of 3-D objects.

Malcolm Shabazz City High School

Course Descriptions – 2nd 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. *If you are interested in joining this class 2nd quarter please talk with Brian.***

Illustrating Stories for Children

Period 4

Teacher: Rachel

This is a service learning class that will be collaborating with Colleen's Writing Books for Kids Class. Students will interview a kindergarten student at Lakeview Elementary in order to create a custom story based on their interests. Students in this class will spend the quarter learning illustration skills in order to create a 12 page illustrated story. Students will return to Lakeview to present and read the story. Students in this class will need to manage deadlines like a real illustrator. Assessment: To earn credit student must keep an engagement percentage above 70% and pass on project rubrics, averaging a pass. This includes the final illustrated book.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 5

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. Students who have taken the Reading Strategies Workshop version with Denise before may have an additional course requirement to be eligible for credit (TBD).

Intro to Sociology**Period 5****Teacher: Nathan**

How are individuals affected by groups and society? How are groups affected by individuals? These are two of the primary questions of Sociology. Using the Sociological Imagination, this class will dive into how we are affected by groups we perceive as similar and different to us. Through the lens of Agents of Socialization the class will also investigate how society affects gender roles. Students must be willing to participate in discussions involving sensitive topics in small group and whole class settings.

Passion for History:**Period 5****Teacher: Aaron****Civil Rights and Beyond**

Continuation of previous quarter's class. Must have been in previous class to sign up.

Advanced Math: Inequalities**Period 5****Teacher: Grant**

The simple act of changing the equal sign into an inequality can really change the way one interacts with a math problem. This college-prep class will highlight working with inequalities, their nuances and their applications to real-life. This graphing heavy course will also explore linear programming, piece-wise functions, and rational functions.

Logic: Use of Evidence in Writing**Period 5****Teacher: Peter**

Students will apply the Euclidean proof method to writing an informative letter to a policy maker. The two subjects students may choose to research and write about are universal healthcare and climate change.

Malcolm Shabazz City High School

Course Descriptions – 2nd Quarter 2019-20

Period 5 (cont.)

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.

Environmentalism (blocked w/ 6th hour) Period 5**Teacher: Brian**

This course is a blocked class periods 5 and 6. In this course students will have the opportunity to learn introductory ecology concepts while engaging in the ecological systems in the world around them first hand. Dig into the foundations of conservation, ecological cycles, and species identification while applying that knowledge through *environmentalism: concern about and action aimed at protecting the environment*. Students will demonstrate their learning through service projects and research presentations. Interested students should expect to be outdoors regularly in whatever weather varieties Mother Earth throws at us. This class will include at least one full day field trip in addition to a number of experiences outside of the classroom during the blocked class period. Students will be expected to attend these trips while honoring obligations to other courses as well.

Animation**Period 5****Teacher: Rachel**

In this class students will be learning how to animate using basic animation techniques including flipbook animation, stop motion, and claymation. Students will practice how to think like a filmmaker and make a story interesting and understandable to an audience. Student will use in class technology to film and edit animations. Students will work towards creating a longer animated short for a Shabazz animation film festival. Assessment- To earn credit student must keep an engagement percentage above 70% and pass on project rubrics, averaging a pass. This includes the final animated film for the Shabazz film festival.

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.

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Course Descriptions – 2nd Quarter 2019-20

Period 6

Reading and Writing Workshop**Period 6****Teacher: Colleen**

If you love to read but never seem to have enough time for it, this may be the perfect class for you. To receive credit for the course, you will be required to read and respond through written projects to at least 2 books of your choice. The class will be conducted in an independent workshop format. Feedback on writings will be done on a one to one basis. Firm deadlines apply in this class. Warning: Students enrolling in this course must be able to focus on reading silently for an entire class period. All students will need to read their chosen books and write responses outside of class, too. This is a repeatable course. **Goals:** Students will increase comprehension, reading focus, and improve formal writing skills. Increase organizational and time management skills. **Assessment:** Written responses to texts will be assessed using a rubric. Complete response assignments on time. Appropriate use of class time.

Reflective Imagination**Period 6****Teacher: Denise**

This class will explore the art of personal reflection, autobiography, and memoir. Students will read and study various excerpts from traditional autobiographical formats (memoirs, personal letters, diaries, journals, etc.) to understand how individuals can give their lives meaning and permanence through writing. We will also consider other artistic ways individuals define and give their lives permanence. Students will develop their own reflection pieces through a variety of creative modalities and activities. Emphasis will be placed upon the development of personal voice and presentation of meaning in student project work. All participants in this class must be willing to share and present their life reflections occasionally with the rest of the class and broader school community. Students must be willing to follow instructor guidelines of content appropriateness for the high school classroom. Students will be assessed on their engagement in discussion, demonstration of collaboration/peer support, completion of formative activities, and the development of a summative project. Strong attendance and consistent engagement are necessary to be eligible for credit.

Sounds of History**Period 6****Teacher: Nathan**

Throughout history people have used music to express their feelings and beliefs about life changing events. This course will focus on major events in history and the resulting songs and anthems. Students will conduct extensive research in to a major event or time period in history utilizing primary and secondary sources while analyzing various songs that are connected to that event or time period. The proposed final product will be a video that tells the story of the self-selected events or time period utilizing the key songs of the period.

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Course Descriptions – 2nd Quarter 2019-20

Period 6 (cont.)

Independent Study in Social Studies**Period 6****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.

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 2**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 in 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.

**Environmentalism
(blocked with 5th hour)****Period 6****Teacher: Brian**

This course is a blocked class periods 5 and 6. See 5th hour for full course description.