

Integrated Studies Syllabus, 2015-2016

The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens.

Core Values of the Integrated Studies Program

Inclusion—Essential because inclusion gives all students equal and appropriate access to challenging and interesting work. Students have a greater opportunity to learn from a diverse group of peers.

Integration—Essential because an integrated curriculum helps students make connections and deepens their understanding.

Collaboration—Essential because collaboration establishes shared expectations and a common culture for all 10th grade students. Teachers who work collaboratively are able to challenge one another to provide the best possible learning experience for students.

Year-Long Essential Question:

How can we make the change we want to see in the world?

Units and Major Concepts

Unit One: What is a system? What are the causes and effects of change?

Language Arts: *Lord of the Flies* and short stories
World History: 1800-1850: African Culture, Latin American Revolution, Industrialization;
Literature Support – *Things Fall Apart*
Biology: Biology at the Atomic Scale; How Organisms Grow
Quarter Project: Global Health Project

Unit Two: What is human nature? Can it change?

Language Arts: African Literature: *Mother to Mother* and short stories
World History: 1850 -1900: Nationalism, Global Impact of Industrialization
Biology: How Plants Grow; How Organisms Use Energy.
Quarter Project: Mock Tribunal Project

Unit Three: What are the costs and benefits of change and progress?

Language Arts: Dystopian Literature Circles: *Brave New World, Feed, 1984, Handmaid's Tale, House of the Scorpion*
World History: 1900 -1945: World Wars I and II;
Literature Support -- *All Quiet on the Western Front*
Biology: Genetics and Cell Regulation
Quarter Project: GAIA project

Unit Four: How do we work towards systemic change?

Language Arts: Latin American Literature: *Like Water for Chocolate, Chronicle of a Death Foretold*, short stories
World History: 1945-Present: Globalization
Biology: Ecology
Culminating Project: Final Culminating Exhibition

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Five Habits of Mind

Evidence	How do we know what is true? What evidence counts? How sure can we be?
Connection	Is there a pattern? Have we seen something like this before?
Supposing	Could it have been otherwise? What would happen if...?
Significance	Why does it matter? Who cares about this?
Viewpoint	What if we were looking at it from a different direction? What if we had different expectations?

Coalition of Essential Schools' 10 Common Principles

1. Students should learn to use their mind well.
2. Less is more—teachers should emphasize deep understanding over ‘coverage.’
3. The school’s goals apply to ALL students.
4. Personalization
5. Student-as-worker, teacher-as-coach
6. Students exhibit their work as a demonstration of mastery.
7. “Unanxious expectations” and a tone of decency and trust
8. Teachers consider themselves generalists first and specialists second.
9. Fiscal and human resources dedicated to teaching and learning.
10. Inclusive and non-discriminatory practices to promote democracy and equity.