

# **THE FLEXIBLE SCHEDULING PROGRAM**

**SEAHOLM HIGH SCHOOL  
BIRMINGHAM, MICHIGAN**

## **TEAM MEMBERS**

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## **PROGRAM PHILOSOPHY**

The Flexible Scheduling Program was created in 1964 as part of the Birmingham Plan for Excellence. The goal of this plan was to encourage “new ways to individualize instruction and to professionalize teaching” by funding innovative programs. This resulted in the implementation of the Flexible Scheduling Program which today is the only surviving component of that plan. After nearly fifty years of adaptive growth and several thousand graduates, the central goal of the Flexible Scheduling Program remains identical to that at its inception: care for the progress of the individual student through a challenging, interdisciplinary curriculum taught by a qualified staff. Consistent with current research on secondary education, the Flex Program continues to argue for a core of knowledge which is responsive to the needs of students in a complex society. But perhaps even more significant is that in its preparation of students for participation in a global society, Flex assumes an excitement in the life-long learning process that makes learning its own reward.

## **GOALS OF THE PROGRAM**

The Flex Program is committed to the attainment of the following goals through an interdisciplinary approach:

1. The integration of literary, historical, aesthetic, and philosophical movements into a coherent view of the world and its people.
2. Cultivation of higher thinking skills.
3. Development of skills in the oral and written expression of ideas.
4. Application of analytical skills in the discussion of literature, the arts, and the social sciences.
5. The promotion of flexibility in the design of curriculum to accommodate the needs of the student body.
6. Encouragement of the development of life-long learners through the active participation of students in the learning process.
7. The creation of a community of learners.
8. The development of values of appreciation for cultural diversity and democratic citizenship.
9. The professionalization of teaching through team planning and curriculum development.

## PROGRAM DESIGN

The Flex Program is a multi-age honors interdisciplinary program. Students may voluntarily opt into the program. Grade levels 9, 10, 11, and 12 are included, and grouped together for most instruction. Honors credit is granted to students in grades 10-12. Ninth graders do not receive honors credit, and their tests and other evaluations are scaled to reflect their age and non-honors status.

Flex meets two class periods per day for all three trimesters. The Flex curriculum is organized into a four-year cycle of study. Each curriculum year integrates an understanding of literary, historical, economic, aesthetic, and cultural understandings. The Flex team selects non-fiction readings, novels, speakers, films, short stories, poems, and other materials, which collectively enable the student to develop an understanding and appreciation of the subject for the year. The student who remains with the program for four years will experience the following major units. Each of these major units is then broken down into sub-units.

- |                |  |
|----------------|--|
| <b>2009-10</b> | The American Experience:<br>History, Literature, and Culture of the<br>American People.                              |
| <b>2010-11</b> | The Anthropological Perspective: Case:<br>Studies of Russian Culture, The Arab<br>World, and The Holocaust/Genocide. |
| <b>2011-12</b> | The Rise of Western Civilization:<br>Classicism to the Present.  |
| <b>2012-13</b> | Globalization:<br>Case Studies of Chinese, African, and Latin American<br>Societies                                  |

Each year includes the following: a rich literary fare of fiction and non-fiction, including primary documents carefully selected to reinforce major themes of the units; speakers from nearby universities; the use of community resources; a film program appropriate to the course of study; a writing program related to the core curriculum, and opportunities to prepare for the Advanced Placement exams.

## **COMPONENTS OF THE PROGRAM**

### **Counseling Group**

Each student is assigned to a Flex teacher who serves as counselor in the program. The Flex counselor schedules students for electives and seminars, grades examinations, monitors student performance, works with students on special projects, and communicates with parents.

### **Core**

Core includes those materials for which all students are responsible, including lectures, films, readings, and presentations. All core material is discussed in seminars.

### **Seminars**

Seminar is the heart of the core curriculum. It is the forum in which students exchange ideas and analysis about the core material. Seminars are small groups which meet several times each week. Instructors act as discussion facilitators.

### **Electives**

Flex teachers or students develop elective course offerings which complement the core curriculum. These courses offer close study of novels, plays, current social problems, and historical analysis.

### **Advanced Placement**

Based upon student interest Flex offers preparation for several AP tests including US History, Modern European History, English Language and Composition, and English Literature and Composition.

### **Writing Group**

The Writing Program is a comprehensive four-year developmental course. It is the only part of Flex in which students are differentiated by grade level. Students advance from paragraph and essay work in the 9<sup>th</sup> grade to extended thesis models and mini-research papers in the 10<sup>th</sup> grade. In the 11<sup>th</sup> grade students focus on the many other forms of rhetoric, including the college argumentative essay. The 12<sup>th</sup> grade students complete a college style research paper.

### **Flex Speech, American Government, and Economics**

Speech and American Government are offered as elective courses within Flex to satisfy all state and district requirements. Economics is imbedded into the Flex Global year. Credit is granted for all students successfully completing the Global year of studies.

### **Credits**

Students receive 12 hours of English and social studies for four years participation. This includes all credits required for graduation. Flex students also receive honors credit in the sophomore, junior and senior years.

## PROGRAM OUTCOMES

Students will exhibit outcomes in the following areas:

- Knowledge
- Skills
- Participation
- Values

### Knowledge

**Flex students who fulfill the four-year cycle will develop as knowledgeable life-long learners who:**

Generalize the integration of literary, historical, aesthetic, and philosophical movements into a coherent view of the world and its people.

Demonstrate an understanding of a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding.

Analyze how cultures interact with one another in literature.

Evaluate the authenticity of the portrayal of various cultures in literature and other texts.

Articulate the commonality of the human condition in various cultures.

Read, recognize, comprehend, and analyze different genres of literature.

Read, comprehend, analyze, and evaluate texts of a general and technical nature.

Identify the function of social, political, economic, and religious institutions in a variety of contexts, including literature.

Explain the function of social, political, economic, and religious institutions in a variety of cultures.

Trace the development of a variety of social institutions and practices from the Paleolithic to the Modern period.

Identify and distinguish the beliefs and values of major religions and detect their influence in world literature.

**(Program Outcomes – Knowledge continued)**

Recognize the major schools of philosophical thought and detect their influence.

State the unique characteristics, which are components of Western civilization.

Define unresolved and persistent issues that create tension in American culture and infer their impact on the future of American society.

Articulate and demonstrate an understanding of the complexity of enduring issues and recurring problems by exercising critical thinking in making connections and identifying themes within and across texts and disciplines.

Identify the distinguishing geographic features of regions of the world and demonstrate the interrelationship of geography and the cultures that develop in each region.

Recognize cause and effect and predict the impact of events on the course of history.

Compare and contrast the values of a collectivist society to that of an individualistic society.

Outline the impact of Western civilization and non-western societies on each other.

Describe the impact of technology on society.

Summarize and apply an anthropological model to a variety of human societies.

Explain and illustrate global interconnections by applying a model of the global world system.

Identify and explain the significant characteristics which make American culture unique by applying knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Interpret historical change from a variety of perspectives, connecting knowledge from several disciplines to enhance their understanding of the world.

Apply psychological models in the analysis of literature and human behavior.

Interpret the impact of human societies on the environment.

Develop and defend solutions to global world issues.



**(Program Outcomes – continued)**

**Skills**

**Flex students who fulfill the four-year cycle will develop as effective communicators who:**

Employ a variety of reading strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research assignment.

Use the English language effectively in written, spoken, and visual communication.

Recognize and effectively demonstrate verbal and nonverbal forms of expression.

Communicate information accurately and demonstrate their expressive abilities by creating oral, written, and visual texts that inform and captivate an audience.

Exhibit effective interpersonal and group interaction.

Identify and evaluate point of view in print, television, theater, film, speech, radio, and the electronic media.

Interpret statistics, maps, charts, and graphs.

Recognize and evaluate propaganda techniques.

Express ideas concisely, clearly, and persuasively through speech and writing.

Demonstrate the ability to differentiate between main ideas and supporting arguments through note taking, verbal communication, critical reading, and various forms of rhetoric.

Distinguish frame of reference.

Differentiate between fact and opinion.

Recognize and analyze film techniques.

Research issues through print and electronic media, synthesizing and evaluating information to draw conclusions based upon their investigation.

Demonstrate the habit of revision.

Participate in peer analysis, developing and applying personal, shared, and academic criteria in the evaluation of oral and written work of their own and others.

**(Program Outcomes – continued)**

**Participation**

**Flex students who fulfill the four-year cycle will develop as responsible citizens who recognize their place in their country and in the world, and who:**

Engage in group discussion to achieve a greater depth of understanding.

Exhibit leadership in discussion and assume the role of the teacher.

Model suitable academic, civic, and personal behavior.

Contribute to the content, planning, and methodology of their own education.

Engage actively in the daily process of learning.

Investigate current issues.

Fulfill their duties as educated citizens in a free society.

Can develop, persuade, and advocate for a position on a issue of public concern.

Collaborate to investigate and report on literary, historical, and political topics.

**Values**

**Flex students who fulfill the four-year cycle will develop as caring, thoughtful, and resilient individuals who:**

Exhibit the characteristics of a life-long learner.

Recognize the need to work with others and value the contributions of others.

Exhibit thoughtfulness and respect toward one another.

Recognize the contributions of many diverse cultures.

Recognize and appreciate the aesthetic creations of their own and of other cultures as expressions of values and beliefs.

Exhibit integrity.

Define and practice the obligations of civic virtue in a democratic society.

Suspend judgment.

## **2009-10 - AMERICAN STUDIES**

### **FOCUS QUESTION: WHAT DOES IT MEAN TO BE AN AMERICAN?**

- What values define American culture?
- What events shaped the American voice?
- What authors shaped the American voice?
- How has American culture been shaped by the physical environment?
- What unresolved tensions persist throughout American history?
- What genres represent America?
- What are the major political/historical epochs of American history, and what questions define each of these?
- What have been the consequences of technology upon American society?
- What behavior is required of a citizen in a democratic society?
- How is minority voice represented in American literature?
- What are the seminal events in American history?
- What was the role of writing and literature in major American events?
- What major intellectual, political, religious, philosophical, and aesthetic movements have defined American culture?
- How have women and minority groups contributed to American civilization, and how has the nation struggled to achieve the dream of equality?
- How has immigration effected and helped transform the nation?
- How has the Constitution defined major issues and tensions in American life?
- What are the unique qualities in American music, art, film, and literature?
- How has the American experience shaped language?
- What is the American Dream?

- What significant foreign policy positions have defined America's relationship to the other countries of the world?
- What factors have affected the social and economic structure of the United States?
- Who are the American People?

**The remainder of the American year will be presented at a later date.**

## **2010-11 – CULTURAL PERSPECTIVE**

### **FOCUS QUESTION FOR THE YEAR: WHAT DOES IT MEAN TO BE A HUMAN BEING?**

**The year is broken down into four units of study**

- 1. The Anthropological Perspective**
- 2. Islam and Middle Eastern Culture and History**
- 3. Russian Culture and History**
- 4. Genocide and the Holocaust**

**\*The books, plays, essays, films, and electives identified in each unit represent materials previously used. The list is by no means comprehensive. The Flex Program and materials selected are constantly evolving. Team planning is a dynamic process, where new materials may be suggested, and previously used materials may be dropped.**

### ***General Social Studies Knowledge, Processes, and Skills***

#### ***K1 General Knowledge – embedded in WHG standards and expectations***

- K1.1 Know the defining characteristics of the discipline of civics.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms and limitations of civics.
- K1.3 Understand and analyze social relationships and patterns.
- K1.1 Know the defining characteristics of the disciplines of history and geography.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- K1.3 Understand and analyze temporal and spatial relationships and patterns.
- K1.4 Understand historical and geographical perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from the vantage point of others.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

#### ***Social Studies Procedures and Skills – embedded in WHG standards and expectations***

**P1 Reading and Communication – read and communicate effectively.**

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

**P2 Inquiry, Research, and Analysis** – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

P2.2 Read and interpret data in tables and graphs.

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

**P3 Public Discourse and Decision Making** – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

**P4 Citizen Involvement**

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

**Disciplinary Knowledge** – embedded in WHG standards and expectations

**Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major

historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in world

history and geography to deduce meaning and comprehend patterns.

How the Modern Middle East map Came to be Drawn  
 Learning the Arab –The Silent Language. – Hall  
 Bedouin Folk Tales  
 Arabic Calligraphy  
 Poetry of Rumi and Rabi'a  
 Growing Up In Morocco

#### **CORE FILMS:**

*Introduction to the Arab World*  
*Islam*  
*Traditional World of Islam Series:*  
     Nomad and City”  
     “Patterns of Beauty”  
     “Man and Nature”  
     “Unity”  
     “The Inner Life  
*There Is No God But God*  
*Battle of Algiers*  
*A History of Detroit's Chaldean Community*  
*A Passage to India*  
*Lawrence of Arabia*  
*Wedding in Galilee*  
*The Cow*  
*Children of Heaven*  
*The Circle*  
*Muslims in America*  
*Rumi*  
*Fifty Years of Arab-Israeli Conflict*

#### **MICHIGAN SOCIAL STUDIES HIGH SCHOOL CONTENT EXPECTATIONS FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT**

*These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.*

F1, F2

#### **4.1 Cross-temporal or Global Expectations**

*Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.*

4.1.2, 4.1.3

#### **4.2 Interregional or Comparative Expectations**

*Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.*

4.2.1, 4.2.2

#### **5.1 Cross-temporal or Global Expectations**

*Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.*

5.1.2

### **7.3 Regional Content Expectations**

*Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.*

7.3.5

### **8.2 Interregional or Comparative Expectations**

*Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.*

8.2.3

## **MICHIGAN ENGLISH LANGUAGE ARTS HIGH SCHOOL CONTENT EXPECTATIONS**

**STANDARD 1.1 Understand and practice writing as a recursive process.**

CE 1.1.1. , CE1.1.2,

**STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.**

CE 1.2.1 , CE 1.2.2, CE 1.2.3, CE1.3.1, CE 1.3.2, CE 1.3.4, CE 1.3.7, CE 1.3.9

**STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

CE 1.4.4, CE1.4.7

**STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work**

CE 1.5.1, CE 1.5.2, CE 1.5.5,

**STANDARD 2.1 Develop critical reading, listening, and viewing strategies**

CE 2.1.2, CE 2.1.4, CE 2.1.6, CE 2.1.10,

**STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level**

CE 2.2.1, CE 2.2.3

**STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.**

CE 2.3.1, CE 2.3.4, CE 2.3.7, CE 2.3.8

**STANDARD 3.1 Develop the skills of close and contextual literary reading.**

CE 3.1, CE 3.1.3, CE 3.1.5, CE 3.1.7, CE 3.1.8 CE 3.1.9, CE 3.1.10

**STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors**

CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.4, CE 3.2.5



**STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.**

CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6

**STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.**

CE 3.4.1, CE 3.4.2, CE 3.4.4,

**STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings**

CE 4.1.1, CE 4.1.4, CE 4.1.5

**STANDARD 4.2 Understand how language variety reflects and shapes experience.**

CE 4.2.1, CE 4.2.2, CE 4.2.5

## **Unit 3 – Russian Culture and History**

### **Unit Focus Questions**

- How has Russian geography influenced core Russian cultural values?
- How does the Russian Orthodox religion influence the Russian perspective?
- How did the Mongolian invasion and the period of separation from Europe shape Russian development?
- How did great Russian authors influence the world?
- How did 19<sup>th</sup> century Russian literature reflect the great debates of Russian society?
- Is the quest for human freedom an illusion, according to Dostoevsky and other great Russian writers?
- Why did Russia develop an expansionist mentality?
- How do Russian struggle between the two influences of the western and Slavic worlds?
- Why did Russia develop an authoritarian form of government?
- Can modern Russia develop and maintain democracy?
- Why is Russia known as a “prisoner of nations”?
- Why did Marxism grow in Russia under the late Czars?
- What are the fundamental principles and goals of Marxist-Leninism?
- How and why did the Russian Revolution succeed?
- How did the Soviet system work?
- Did the Soviet era advance or retard Russian development?
- Why did the Cold War develop, and how did the Soviets view it?
- What are the ongoing tensions in post-Soviet Russia today?

### **CORE BOOKS AND PLAYS:**

*Communist Manifesto*, Karl Marx

*War and Peace*, Leo Tolstoy

*Crime and Punishment*, Dostoyevsky

*The Making of Russia*

**CORE ESSAYS, SHORT STORIES AND SELECTED READINGS:**

“The Crocodile,” Feodor Dostoyevsky  
 “The Overcoat”, Gogol  
 “Russia Has Overcome Its Authoritarian Heritage to Create a Democratic Revolution”  
 “The Cave,” Yevgeny Zamyatin  
 “Flight From Freedom: What Russians Want and Think”, Pipes  
 “Where Love Is, God Is,” Leo Tolstoy  
 “The Kiss,” Alexander Chekhov  
 “Eternal Russia”, from *The Russian Revolution* by Goldston  
 “The Russian Character”  
 “Not Their Parent’s Russia”, Friedman  
 “How Much Land Does a Man Need?” Leo Tolstoy

**CORE FILMS:**

*The Kremlin*  
*The Face of Russia (Series part 1 and 2)*  
*The Crocodile*  
*Ten Days That Shook The World (Documentary)*  
*Crimes and Misdemeanors*  
*East-West*  
*Commentary on The Crocodile*  
*A Russian Journey*  
*Leo Tolstoy*  
*Martin the Cobbler, Leo Tolstoy*  
*Dostoyevsky, Malcolm Muggeridge*  
*Nicholas and Alexandra*  
*Battleship Potemkin*  
*Critique of Potemkin*  
*Stalin: A Portrait in Blood*  
 “Red Star,” from *World at War*  
*Comfortable Lies and Bitter Truths, Hedrick Smith*  
*The Cranes are Flying*  
*A Taste of Democracy, Hedrick Smith*  
*Red Hot*  
*Alexander Nevsky*

**MICHIGAN SOCIAL STUDIES HIGH SCHOOL CONTENT EXPECTATIONS**

**FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD  
HISTORY AND GEOGRAPHY COURSE/CREDIT**

*These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.*

F3, F4

**4.2 Interregional or Comparative Expectations**

*Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.*

4.2.2

**4.3 Regional Expectations**

*Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.*

4.3.4

**5.3 Regional Content Expectations**

*Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.*

5.3.4

**6.2 Interregional or Comparative Expectations**

*Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.*

6.2.1

**7.2 Interregional or Comparative Expectations**

*Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.*

7.2.4

**7.3 Regional Content Expectations**

*Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.*

7.3.1

**8.1 Global and Cross-temporal Expectations**

*Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.*

8.1.1, 8.1.2, 8.1.3

**8.2 Interregional or Comparative Expectations**

*Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.*

8.2.2

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### **STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

CE 1.4.4, CE1.4.7

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CE 4.1.1, CE 4.1.4, CE 4.1.5

**STANDARD 4.2 Understand how language variety reflects and shapes experience.**

CE 4.2.1, CE 4.2.2, CE 4.2.5

## **Unit 4 – Genocide and the Holocaust**

### **Unit Focus Questions**

- What are the causes of genocide?
- How do economic and political crisis in society open the door to ethnocentrism and eventual genocide?
- Why do some individuals become perpetrators in a genocide?
- What accounts for the rise of Hitler and the Nazis?
- Why do many observers play the role of the bystander when confronted by genocide?
- How does Staub's model for the continuum of destruction apply to genocides in Armenia, Rwanda, Cambodia, and the Holocaust?
- What motivates those who play the role of rescuers during a genocide?

## Flex Cultural Studies Electives

The following is a sampling of electives which have been offered in prior cultural studies years. Each elective meets for 11 one-hour sessions. Students take two electives each trimester. Each Flex teacher offers two electives per trimester. Some electives are based around a novel or work of non-fiction. Others are based around a theme, with readings from multiple authors. Other electives are based around some form of project. Most electives require a formal paper or some other form of written assessment.

Ishi in Two Worlds by Theodora Kroeber – Story of the last remaining Native American discovered living his traditional life in California.

The Mountain People and The Forest People, both by Colin Turnbull – Two contrasting peoples studied by the anthropologist Turnbull

Megaliths

Writer's Workshop – repeated most trimesters.

Inheritors by William Golding

The Russian Revolution

Frankenstein by Mary Shelley

Black Elk Speaks by John Neihardt – An inside look at the destruction of the Lakota Sioux culture.

Space Odyssey by Clark

The Long Fuse by Lawrence Lafore – A study of the causes of WW I

Stalin

Mythology by Edith Hamilton

An Introduction to Linguistics

War and Peace by Tolstoy

The Terribles and the Greats – Russian Czars

We by Zamyatin – Anti-utopian novel from 1920's Soviet Union.

Prep for the AP English Exams

The Rise of Islamic Fundamentalism

Dr Zhivago by Pasternak

Journey into the Whirlwind by Eugenia Ginzburg

Russian Folk Tales

Mila 18 by Leon Uris – Story of the Warsaw ghetto uprising.

Life in the Third Reich by Bessell – A social history of Nazi Germany.

Nine Parts of Desire by Geraldine Brooks – Impressions about the life of women in the Middle East

The Guests of the Sheikh by Elizabeth Fernea

Bury Me Standing by Isabel Fonseca – A study of gypsies in Eastern Europe

Hitler: A Study in Tyranny by Alan Bullock

Modern Russian Short Stories – Tugenev, Chekov, Tolstoy, and more.

Ibsen Plays: The Human Identity

**Freshman Speech and Senior Government are offered through the Flex elective program, and meet all three trimesters**

- How does Holocaust literature speak to the human condition?
- How do human beings respond when faced with absolute inhuman conditions?
- What motivates the human spirit to survive?

### **CORE BOOKS AND PLAYS:**

*Night*, Elie Wiesel  
*The Roots of Evil*, Irwin Staub  
 Religions of the World – Huston Smith

### **CORE ESSAYS, SHORT STORIES AND SELECTED READINGS:**

The Authoritarian Personality, Levinson et. Al.  
 The Individual and Mass Behavior, Bettelheim  
 The Shawl, Ozich  
 Explaining Hitler, Rosenbaum  
 The German People and the Nazis, Fenton  
 Ambassador Morgenthau's Story, Morgenthau  
 Holocaust Poetry  
 Some of the Devices of Propaganda  
 Science Misapplied: Eugenics Age Revisited, Allen

### **CORE FILMS:**

*Triumph of the Will*  
*Schindler's List*  
*Valentino's Story*  
*The Killing Fields*  
*Hotel Rwanda*  
*Deceit and Indifference*  
*Koyaanisqatsi*  
*The Nasty Girl* directed by Michael Verhoeven  
*The Perils of Obedience*, Stanley Milgram

### **SPEAKERS**

Dr. Papazian – Armenian Genocide  
 Dr Stockton – Propaganda and Genocide  
 Holocaust survivor

### **Special Project**

Field trip to the Holocaust Museum

**STANDARD 4.2 Understand how language variety reflects and shapes experience.  
CE 4.2.1, CE 4.2.2, CE 4.2.5**

## **Unit 2 – Islam and Middle Eastern Culture and History**

### **Unit Focus Questions**

- What are the core principals of Islam?
- What are core writings of Islam?
- How did Islam develop?
- How was Islam spread and why was it embraced by such diverse populations?
- How does Islam explain the unique role of males and females in society?
- What is the role of family and typical child-rearing practices in the Middle East?
- What were the accomplishments of Islamic based empires at their peak?
- What artistic forms were developed or prospered under the influence of Islam?
- What do parables, myth, music, and poetry reveal about the Middle East perspective?
- How have geography and scarce natural resources impacted the culture of the Middle East?
- What role did the Middle East play in early global trade and globalization?
- What is an Arab, and how does the Arab intersect with modern Muslims?
- Why did the great Middle Eastern societies collapse?
- How did the Middle East suffer under western imperialism?
- How has the modern Middle East struggled to attain freedom and dignity from imperialism?
- What are the roots of Islamic fundamentalism?
- How has the Israeli-Palestinian conflict affected the point of view of Arabs and Muslims?
- What motivated attacks on the west, such as 9/11?
- How do the people of the Middle East view Americans and why?
- What are American policy goals now in the Middle East?
- How has oil affected the role of the Middle East?

### **CORE BOOKS AND PLAYS:**

*Midaq Alley*, Naguib Mahfouz  
*The Kite Runner* Khaled Hosseini  
*Islam*, Ishma'il Al Faruqi

### **CORE ESSAYS, SHORT STORIES AND SELECTED READINGS:**

“Tradition and Tension: Detroit’s Arab Community,” special section  
of *Detroit Free Press*  
Arabic Proverbs, (primary documents)  
Why They hate Us?  
Tragedy in the Holy Land

## **MICHIGAN ENGLISH LANGUAGE ARTS HIGH SCHOOL CONTENT EXPECTATIONS**

**STANDARD 1.1 Understand and practice writing as a recursive process.**

**CE 1.1.1. , CE1.1.2,**

**STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.**

**CE 1.2.1 , CE 1.2.2, CE 1.2.3, CE1.3.1, CE 1.3.2, CE 1.3.4, CE 1.3.7, CE 1.3.9**

**STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

**CE 1.4.4, CE1.4.7**

**STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work**

**CE 1.5.1, CE 1.5.2, CE 1.5.5,**

**STANDARD 2.1 Develop critical reading, listening, and viewing strategies**

**CE 2.1.2, CE 2.1.4, CE 2.1.6, CE 2.1.10,**

**STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level**

**CE 2.2.1, CE 2.2.3**

**STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.**

**CE 2.3.1, CE 2.3.4, CE 2.3.7, CE 2.3.8**

**STANDARD 3.1 Develop the skills of close and contextual literary reading.**

**CE 3.1, CE 3.1.3, CE 3.1.5, CE 3.1.7, CE 3.1.8 CE 3.1.9, CE 3.1.10**

**STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors**

**CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.4, CE 3.2.5**

**STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.**

**CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6**

**STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.**

**CE 3.4.1, CE 3.4.2, CE 3.4.4,**

**STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings**

**CE 4.1.1, CE 4.1.4, CE 4.1.5**



“Doing Fieldwork Among the Yanamamo”, Chagnon  
 “The Day of the Dead”, Paz  
 “Initiation of a Maasai Warrior”

### **CORE FILMS:**

*Ascent of Man Series*  
     “Harvest of the Seasons”  
     “Lower Than the Angels”  
*The Qeros*  
*The Netsilik Series*  
*American Graffiti*  
*The Power of Myth: The First Storytellers*  
*Wild Child*  
*A Man Called Bee*  
*The Owl Called My Name*  
*Dead Birds*  
     “What is Anthropology?”  
*Coming Apart*  
*Sex and Social Dancing*  
*Tales From the Human Dawn*  
     *Lost Boys of the Sudan*

### **SPECIAL PROJECTS: BaFa, BaFa Simulation Mask Making**

## **MICHIGAN SOCIAL STUDIES HIGH SCHOOL CONTENT EXPECTATIONS**

### **C1**

#### **1.1 Nature of Civic Life, Politics, and Government**

1.1.1, 1.1.2, 1.1.3, 1.1.4

### **WHG ERA 6**

#### **6.1 Global or Cross-temporal Expectations**

*Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.*

6.1.3

### **WHG ERA 7**

#### **7.1 Global or Cross-temporal Expectations**

*Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.*

7.1.1

### **CONTEMPORARY GLOBAL ISSUES**

*Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.*

CG1, CG2, CG3, CG4

### Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.  
**Global Analysis of World History Eras 4 – 8**

## Unit 1 – Culture and Human Society.

### Focus Questions

- What is culture, and how is it revealed?
- What is cultural relativism, and how has it influenced the development of the anthropological perspective?
- What is ethnocentrism and why is it commonly found in most cultures?
- What literature and art forms represent culture?
- How can technology be used to facilitate learning?
- What are the causes and effects of cultural changes?
- How do different cultures define the relationship between the individual and the group?
- What cultural institutions are created within human society and how do these interact?
- What are impediments to cross-cultural communication?
- Are there global genres?
- How do facts and stories combine to reveal a ‘human picture’?
- What is the relationship between culture and the physical environment?
- Why is the study of culture important in today’s global society?
- What is the research process?
- What are effective genres for communication?
- What is the human dilemma?
- What major works of literature have been highly influential on culture?
- How does nature and nurture interact in explaining human behavior?

### CORE BOOKS AND PLAYS:

*The Silent Language*, Edward Hall  
*Lord of the Flies*, William Golding  
*The Immense Journey*, Loren Eiseley

### CORE ESSAYS, SHORT STORIES AND SELECTED READINGS:

“Proxemics in a Cross-Cultural Context: Japan and the Arab World,”  
 Edward Hall in *The Hidden Dimension*  
 “Antaeus in Manhattan,” Lewis Thomas in *Lives of a Cell*  
 “Body Ritual Among the Nacirema,” Horace Miner  
 “The Blood in their Veins”, Mowat  
 “Road Menace”, Bradsher  
 “The Marriage Go-Round”, Bornhoft  
 “Masks”, Ulrich  
 “The Concept of Culture”, Mazon

## MICHIGAN SOCIAL STUDIES HIGH SCHOOL CONTENT EXPECTATIONS

### 6.1 Global or Cross-temporal Expectations

*Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.*

6.1.1, 6.1.2, 6.1.5

### 6.2 Interregional or Comparative Expectations

*Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.*

6.2.2, 6.2.3

### 7.1 Global or Cross-temporal Expectations

*Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.*

7.1.2, 7.1.3

### 7.2 Interregional or Comparative Expectations

*Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.*

7.2.3

## MICHIGAN ENGLISH LANGUAGE ARTS HIGH SCHOOL CONTENT EXPECTATIONS

### STANDARD 1.1 Understand and practice writing as a recursive process.

CE 1.1.1, CE1.1.2,

### STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.

CE 1.2.1, CE 1.2.2, CE 1.2.3, CE1.3.1, CE 1.3.2, CE 1.3.4, CE 1.3.7, CE 1.3.9

### STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

CE 1.4.4, CE1.4.7

### STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work

CE 1.5.1, CE 1.5.2, CE 1.5.5,

### STANDARD 2.1 Develop critical reading, listening, and viewing strategies

CE 2.1.2, CE 2.1.4, CE 2.1.6, CE 2.1.10,

### STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level

CE 2.2.1, CE 2.2.3

### STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

CE 2.3.1, CE 2.3.4, CE 2.3.7, CE 2.3.8

**STANDARD 3.1 Develop the skills of close and contextual literary reading.**

**CE 3.1, CE 3.1.3, CE 3.1.5, CE 3.1.7, CE 3.1.8 CE 3.1.9, CE 3.1.10**

**STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors**

**CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.4, CE 3.2.5**

**STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.**

**CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6**

**STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.**

**CE 3.4.1, CE 3.4.2, CE 3.4.4,**

**STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings**

**CE 4.1.1, CE 4.1.4, CE 4.1.5**

**STANDARD 4.2 Understand how language variety reflects and shapes experience.**

**CE 4.2.1, CE 4.2.2, CE 4.2.5**

### **Writing Group**

The English components of spoken and written communication are recursive and integrated across the curriculum. Below is listed a variety of the essays and communication methods used with discretion and throughout the year. Writing Group is class/age specific and meets throughout the year.

25 minute ACT essay

45 minute AP essay

Analytical essay

Descriptive essay

Persuasive essay

Definition essay

Critical analysis essay

Compare/contrast essay

Short answer essay quiz

Debate

Poetry

Memoir

One Act Play

Seminar discussion

Group presentation

Senior research paper

Senior BigBoard oral presentation

Speeches

## English High School Standards and Strands:

### **STANDARD 1.1 Understand and practice writing as a recursive process.**

CE 1.1.1, CE 1.1.2, CE 1.1.3, CE 1.1.4, CE 1.1.8

### **STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.**

CE 1.2.1, CE 1.2.2, CE 1.2.3, CE 1.2.4, CE 1.2.5

### **STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).**

CE 1.3.1, CE 1.3.2, CE 1.3.3, CE 1.3.4, CE 1.3.6, CE 1.3.7, CE 1.3.9

### **STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

CE 1.4.2, CE 1.4.3, CE 1.4.4, CE 1.4.6, CE 1.4.7

### **STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).**

CE 1.5.1, CE 1.5.2, CE 1.5.4, CE 1.5.5

### **STANDARD 2.1 Develop critical reading, listening, and viewing strategies.**

CE 2.1.2, CE 2.1.3, CE 2.1.4, CE 2.1.5, CE 2.1.6, CE 2.1.7, CE 2.1.10, CE 2.1.12

### **STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).**

CE 2.2.1, CE 2.2.3

### **STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.**

CE 2.3.1, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 2.3.8

### **STANDARD 3.1 Develop the skills of close and contextual literary reading.**

CE 3.1.1, CE 3.1.3, CE 3.1.7, CE 3.1.8, CE 3.1.9, CE 3.1.10

### **STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).**

CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.5, CE 3.2.5

### **STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.**

CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6

### **STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.**

CE 3.4.2, CE 3.4.4

### **STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.**

CE 4.1.1, CE 4.1.4, CE 4.1.5

### **STANDARD 4.2 Understand how language variety reflects and shapes experience.**

CE 4.2.1, CE 4.2.2, CE 4.2.5

## **Writing Group**

The Writing Program is a comprehensive four-year developmental course. It is the only part of Flex in which students are differentiated by grade level. Students advance from paragraph and essay work in the 9<sup>th</sup> grade to extended thesis models and mini-research papers in the 10<sup>th</sup> grade. In the 11<sup>th</sup> grade students focus on the many other forms of rhetoric, including the college argumentative essay. The 12<sup>th</sup> grade students complete a college style research paper.

### **9<sup>th</sup> Grade Writing Group**

Ninth grade is a survey year where students are introduced to basic essay forms, literary techniques, and the development of process.

#### **Unit 1 Narrative and definition**

This unit will provide students with an introduction to basic thesis formation as well as draw connections between diverse styles of writing and thus the creation of ‘story’. Elemental techniques of strong writing will be introduced and reinforced; metaphor, dialogue, organization, polish, editing, research, citing, detail, example, thesis, introduction and conclusion creation.

Length: 6 weeks

Assessments: Personal essay, 2 two page definition essays, journals, research, 1 critical analysis essay, 1 impromptu analysis essay.

#### **Unit 2 Definition, Expository, and Compare/contrast**

This unit builds on the foundation of Unit 1. It will return to a narrative essay, a perspective essay recreating a personal narrative of someone living in the 1860’s and dealing with Native American issues. It will combine definition with analysis. Then it will culminate with compare/contrast to begin handling multiple topics within one essay. Elemental techniques of strong writing will be reinforced; metaphor, dialogue, organization, polish, editing, research, citing, detail, example, thesis, introduction and conclusion creation.

Length: 6 weeks

Assessments: expository essay, perspective narrative, impromptu, compare/contrast

#### **Unit 3 Compare/contrast and research**

This unit culminates the freshman experience. It finalizes the narrative essay, revisits the compare/contrast, and finishes with a research paper of 6-10 pages in scope. Elemental techniques of strong writing will be reinforced; metaphor, dialogue, organization, polish, editing, research, citing, detail, example, thesis, introduction and conclusion creation.

Length: 6 weeks

Assessments: impromptu, midterm essay, compare/contrast, narrative, op-ed, research paper.

### **English High School Standards and Strands:**

**STANDARD 1.1** Understand and practice writing as a recursive process.

CE 1.1.1, CE 1.1.2, CE 1.1.3, CE 1.1.4, CE 1.1.8

**STANDARD 1.2** Use writing, speaking, and visual expression for personal understanding and growth.

CE 1.2.1, CE 1.2.2, CE 1.2.3, CE 1.2.4, CE 1.2.5

**STANDARD 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

CE 1.3.1, CE 1.3.2, CE 1.3.3, CE 1.3.4, CE 1.3.6, CE 1.3.7, CE 1.3.9

**STANDARD 1.4** Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

CE 1.4.2, CE 1.4.3, CE 1.4.4, CE 1.4.6, CE 1.4.7

**STANDARD 1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).

CE 1.5.1, CE 1.5.2, CE 1.5.4, CE 1.5.5

**STANDARD 2.1** Develop critical reading, listening, and viewing strategies.

CE 2.1.2, CE 2.1.3, CE 2.1.4, CE 2.1.5, CE 2.1.6, CE 2.1.7, CE 2.1.10, CE 2.1.12

**STANDARD 2.2** Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

CE 2.2.1, CE 2.2.3

**STANDARD 2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

CE 2.3.1, CE 2.3.2, CE 2.3.4, CE 2.3.7, CE 2.3.8

**STANDARD 3.1** Develop the skills of close and contextual literary reading.

CE 3.1.1, CE 3.1.3, CE 3.1.7, CE 3.1.8, CE 3.1.9, CE 3.1.10

**STANDARD 3.2** Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).

CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.5, CE 3.2.5

**STANDARD 3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6

**STANDARD 3.4** Examine mass media, film, series fiction, and other texts from popular culture.

CE 3.4.2, CE 3.4.4

**STANDARD 4.1** Understand and use the English language effectively in a variety of contexts and settings.

CE 4.1.1, CE 4.1.4, CE 4.1.5

**STANDARD 4.2** Understand how language variety reflects and shapes experience.

CE 4.2.1, CE 4.2.2, CE 4.2.5



## **10<sup>th</sup> Grade Writing Group**

Tenth grade English Writing Group builds upon the skills introduced and reworked in Ninth grade Writing Group. Students understand the importance of rewriting and revising their work.

### **Unit 1 Critical analysis**

Students will continue to work on the development of a thesis and supporting evidence, understanding how to look for deeper meaning and read the signs offered by text. They will analyze a variety of genres offered by the Flex curriculum: primary historical documents, nonfiction, novels, short stories, plays, poems, films, and respond showing an understanding of historical context. Students will continue to develop the literary/technical vocabulary appropriate to such analysis. NDdevelop a more sophisticated writing style communicate adapting tone and register to audience in a variety of settings develop their critical analytical skills of film text and, fiction and non-fiction, across disciplinary boundaries

Assessments: film analysis; photography analysis, primary document analysis, analysis of poems, journals, textual analysis, critical essay on a core literary work for the trimester, Flex essay requiring synthesis of Flex materials

Length: 12 weeks

### **Unit 2 Expository essays**

Students will continue to develop their repertoire of expository essays: the description, definition, comparison and contrast essays revisited from ninth grade, working with a variety of topics both creative in intent and reflective of core material.

Assessments: description, narration of an event chosen from core material from various points of view, definition essay synthesizing core materials, comparison and contrast essays

Length 12 weeks

### **Unit 3 Persuasion and research**

Students are accustomed to defending their opinions and offering constructive discussion in a seminar setting. In the persuasive essay unit students will hone their written skills, manipulating evidence and argumentative technique while reading some of the masters as appropriate to their year of study—from Pericles to Paul Krugman. Students will show they are capable of following conventional techniques of argument as well as learning how to break free. Students will have the opportunity to write a mini research paper observing MLA practice.

Assessments: point of view essay; logic: the syllogism; arguing two sides of a question; playing devil's advocate; research paper.

**STANDARD 1.1 Understand and practice writing as a recursive process.**

CE 1.1.1, CE 1.1.2, CE 1.1.3, CE 1.1.4, CE 1.1.5

**STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.**

CE 1.2.1, CE 1.2.2, CE 1.2.3, CE 1.2.4, CE 1.2.5

**STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).**

CE 1.3.1, CE 1.3.2, CE 1.3.3, CE 1.3.4, CE 1.3.6, CE 1.3.7, CE 1.3.9

**STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

CE 1.4.2, CE 1.4.3, CE 1.4.4, CE 1.4.6, CE 1.4.7

**STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).**

CE 1.5.1, CE 1.5.2, CE 1.5.4, CE 1.5.5

**STANDARD 2.1 Develop critical reading, listening, and viewing strategies.**

CE 2.1.2, CE 2.1.3, CE 2.1.4, CE 2.1.5, CE 2.1.6, CE 2.1.7, CE 2.1.10, CE 2.1.12

**STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).**

CE 2.2.1, CE 2.2.3

**STANDARD 3.2 Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).**

CE 3.2.1, CE 3.2.2, CE 3.2.3, CE 3.2.5, CE 3.2.5

**STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.**

CE 3.3.1, CE 3.3.2, CE 3.3.3, CE 3.3.4, CE 3.3.5, CE 3.3.6

**STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.**

CE 3.4.2, CE 3.4.4

**STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.**

CE 4.1.1, CE 4.1.4, CE 4.1.5

**STANDARD 4.2 Understand how language variety reflects and shapes experience.**

CE 4.2.1, CE 4.2.2, CE 4.2.5

## 11<sup>th</sup> Grade Writing Group

## **12<sup>th</sup> Grade Writing Group**

### **Unit 1 Research Paper**

In this unit students will go through all of the steps to create a college level academic research paper on an original topic related to their four-year course of studies in the Flex Program. They will be assigned a Flex teacher as a mentor/advisor and ultimately as their evaluator. 13-15 weeks for this unit. The steps included will be

1. An I-search preliminary paper, exploring a topic area of interest.
2. Selection of a topic area.
3. Researching and assembling a bibliography (MLA format)
4. Three rounds of research and refinement of their topic/thesis.
5. Selecting an expert and conducting an expert interview.
6. Creating an extended outline.
7. Writing a first draft with full citation and proper formatting.
8. Reviewing their draft with their mentor teacher and writing a revised draft. This step often includes the need for additional research.
9. Final draft.

While working on this project, seniors will also write any Flex-wide impromptu papers, plus any Flexam Essays (usually at least one per trimester).

### **Unit 2 Review of Writing Forms**

At the teacher's discretion, students will write 2-3 formal papers, making use of some of the writing forms used over the prior three years of study. Seniors will also write any Flex-wide impromptus, along with any Flexam essays (usually at least one per trimester). 6-8 weeks for this unit.

### **Unit 3 Big Boards**

Flex seniors will prepare for and perform a public presentation of a topic related to their research papers. The presentations shall be thesis driven with an emphasis on multi-media and proper use of speaking/rhetoric skills. Seniors will also write any Flex-wide impromptus, along with any Flexam essays (usually at least one per trimester). 4-5 weeks for this unit.

### **Unit 4 Senior Orals**

Flex seniors will be divided into panels of 6 or so students. They will be assigned a broad topic question that will demand that they synthesize material and ideas from their entire final year of Flex studies. Students will research the topic, utilizing materials studies in both Flex core and electives. Finally, the student panels will present a 70-90 minute discussion of their assigned question before an audience of 9-11<sup>th</sup> grade Flex students (who will aid in evaluating the Flex seniors). 3-4 weeks.

## **2011-12 – WESTERN CIVILIZATION**

### **FOCUS QUESTION: WHAT ARE THE ATTRIBUTES OF WESTERN CIVILIZATION?**

- What values define Western Civilization?
- What are the origins of Western Civilization?
- How have religion and philosophy influenced the development of Western Civilization?
- What economic, political, scientific, and aesthetic developments occurred during the various periods of Western Civilization?
- What factors led to Western global expansion?
- What is the Judaeo-Christian tradition, and how has it developed in Western Civilization?
- What is the influence today of the West upon global affairs?
- What internal tensions have threatened Western Civilization?
- What are the diverse cultures that comprise Western Civilization?

**The remainder of the Western Civilization year will be presented at a later date.**

## **2012-13 – GLOBAL STUDIES**

### **FOCUS QUESTION: WHAT FORCES TEND TO BRING PEOPLE TOGETHER, AND WHAT FORCES TEND TO PUSH PEOPLE APART?**

- How are global activities organized?
- What are the institutional and historical links that form global relationships?
- What are the origins of the global system?
- What is the nature of today's global economy?
- What tensions are created by globalism?
- What major contributions have been made to the understanding of economics?
- What are major economic concepts?
- What problems require global cooperation?
- What are the attributes of global citizenship?
- Why is there such a disparity in material possessions?
- To what extent does literature cross boundaries?

**The remainder of the Global Studies year will be presented at a later date.**

## **ASSESSMENT METHODS OF THE FLEX PROGRAM**

**Flex assessment methods are used consistently over the four-year curriculum cycle. These methods incorporate all of the assessment standards for language arts and social studies.**

### **Seminar Participation**

Students are expected to actively engage in seminar discussion on a regular basis. Students are assessed on their degree of engagement with the materials, the quality and quantity of their active participation, their ability to see other points of view, and their ability to work with others to achieve a greater degree of understanding for all. Additional methods of assessment in seminar include quizzes, note taking, evaluation, writing, problem solving, and role playing.

### **Cooperative Learning**

Flex students often work in cooperative small groups to learn and teach their peers about material under examination. Group work is regularly used as a method of learning and assessment in the Flex seminars, as well as employed in many other situations. Cooperative learning is often used to relate core materials to current real-world problems.

### **Writing assignments**

Students are assigned a broad range of writing assignments beginning with the drafting of the paragraph in the ninth grade and culminating with the writing of a thesis oriented research paper in the senior year. Students are exposed to major rhetorical divisions which are then employed in their writing. Students also respond to numerous impromptu writing situations, and analytical essays are usually assigned as an assessment method for Flex elective courses. Journals are used in the freshman and sophomore years to encourage the development of writing and thinking skills.

### **The Objective Flex Exam**

Half of each Flex exam focuses on students' knowledge and comprehension of a wide range of materials which make up a Flex sub-unit. A substantial number of objective exam questions test the students' abilities to apply and analyze material. Similar objective exam questions are used in assessing students' learning in some Flex elective courses. Freshman are graded on a separate grade scale, because they do not receive honors credit.

### **The Flex Essay Exam**

Each Flex exam includes at least one essay question which normally counts for 50% of the exam. The question requires students to: synthesize a broad range of materials, to evaluate a variety of viewpoints, to develop an informed thesis, and to support their views with numerous examples. Grading is differentiated by grade level due to two factors; freshman do not receive honors credit; and an acknowledgement that writing is a developmental process and younger students' writing should not be directly judged in comparison to older students'.

**Model United Nations Simulation, U.S. Congress Simulation, French Revolution Simulation, and other Simulations.**

Students represent a specific role. They work collaboratively to research a position, to discover problems and concerns, and to speak within their role in a simulated environment. They develop and support positions consistent with their role. The simulation involves cooperative group-work skills, leadership roles for many participants, public speaking skills, and attention to group dynamics.

**The Global Culture Fair, Renaissance Fair, American Fair, and other organized exhibitions such as the Tribal Masks**

Flex students periodically work cooperatively in teams to research, create, and organize a fair related to their unit of study. These fairs involve a wide variety of skills, including artistic, dramatic, team work, planning and research skills.

**The Senior Research Paper**

Flex seniors research and write a major paper, generally consisting of 10-25 pages, which requires the development of a question or thesis on a topic of their interest. Research skills developed over the course of many smaller research assignments are employed. Student use a wide variety of data sources, including computer data bases and electronic references.

**Big Boards**

Seniors, upon completion of their research paper, present a discussion of their research to the Flex students. Their presentation includes a discussion of their thesis and the results of their investigation as well as a discussion of effective research techniques and problem solving. Students respond with questions and assist in the evaluation of each senior's presentation. Seniors are encouraged to work with an outside mentor, and community members, family members, and faculty are invited to the Big Boards.

**The Senior Oral Exam**

The senior oral exam is presented before Flex students at the end of the year. This exam is based on a question which requires participating students to consider not only the materials included in their senior year, but also their knowledge and skills developed over the four years. Seniors work in teams to organize and prepare a panel discussion on an assigned question. Flex students observe the presentations, ask questions, challenge the speakers, and assist in the evaluation of the seniors.

**Performance**

Dramatic, interpretive performance is used for assessing students, particularly in literary and humanities oriented elective courses. The reader's theater technique is sometimes utilized in the Flex seminar. Flex freshmen deliver a variety of formal speeches as part of fulfilling their speech requirement. Further speech presentation opportunities are incorporated into seminars and elective courses.



**(Assessment Methods...-continued)****The Flex Town hall Meeting**

Students meet in their Flex counseling group to discuss issues of concern and select representatives who meet to plan and conduct the Flex Town hall Meeting. This process involves the student assuming the role of the citizen in a democratic situation. From these meetings, students provide input into the content and course of the Flex Program, and create and enforce the rules of behavior in the Flex Program.

## **FLEX ASSESSMENT PROCESS**

### **The Flex Team Meeting**

A substantial amount of team planning time is spent assessing student behaviors, especially in the affective domain. Each Flex teacher contributes to the discussion based on observations of the students in a variety of formal and informal learning situations. The team has the advantage of knowing the students over four years, observing their growth and changes, and getting to know their parents. The Flex team addresses the needs of the whole student and, in some instances, develops intervention strategies or refers the student to the appropriate personnel.

### **The Flex Grading Process**

The Flex team meets at the end of each grading period to determine grades for each Flex student. A Flex teacher-counselor keeps track of the student's performance in different phases of the Flex Program and recommends a grade for English and social studies. The entire team of Flex teachers discusses and arrives at consensus on each student's grade. A variety of factors are considered, including student strengths and weaknesses, the student's performance in different phases of the Flex Program, growth and development, and effort.

### **Student Self Evaluations**

At the end of a marking period, students complete a written evaluation of their performance in each facet of the program and apprise the team of any outside work that might be deserving of credit. These written evaluations are used by the Flex team in the grading process.

## **FLEXIBLE SCHEDULING PROGRAM GRADING POLICY**

Grading in the Flexible Scheduling Program is a cooperative process involving the Flex teaching team and the Flex students. At the end of every quarter, each Flex teacher records the marks for those specific students who were under his/her direction. Examples of activities that may enter into the grading process are examinations, short tests, seminar grades, elective grades, projects, and writing group marks. These activities are generally treated as equal in figuring quarter grades, but the final decision as to weighting is made by the Flex team. Prior to grading, each student completes a self-evaluation form recording his/her perceptions of the expected grades.

When all the grades and self-evaluations have been assembled, each Flex teacher reviews the grades for each of his/her Flex counselees and makes a recommendation for a social studies grade and an English grade. The other team members either concur or dissent, with the final decision being reached by discussion and consensus. It has been our policy that the social studies and English grades be identical or in close approximation because of the interdisciplinary nature of the program; however, non-performance in any major segment of the program may result in one grade being significantly reduced. For example, non-performance in writing group may result in a lowered English grade. Failure to complete the senior research project may result in a failing English grade. And failure to complete all major requirements in an elective may result in a lowered English or social studies grade.

In addition to the social studies and English grades, Flex is required to give separate marks for speech and American government. These grades are not used to compute the Flex social studies and English grades.

There is in the grading process a different scale for marking freshmen from marking sophomores, juniors, and seniors. This is because of the differing maturity and skill level and the absence of honor credits for the ninth graders in the program.

After the issuance of report cards, the student has the right to make written appeal for reconsideration of the marks. Such appeals are read and considered by the Flex teaching team. The appeal is then granted or rejected.

In calculating semester grades, the Flex team may decide to weight the second and fourth quarter grades more than the first and third quarter grades. The main reasons for this are the emphasis on the developmental nature of the Flex program and assignment distribution. There is a final exam in Flex at the end of the second semester that counts for 10-20% of the second semester grade.

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## Materials Request for Flex Cultural Studies Year

### Core Books (to be read by all Flex students)

	Copies	Unit Cost	Total
<u>The Silent Language</u> by Edward Hall	175	Out of Print	
<u>Immense Journey</u> by Loren Eisley	175	\$8	\$1,400
<u>Lord of the Flies</u> by William Golding	175	\$8	\$1,400
<u>The Kite Runner</u> by Khaled Hosseini	75	\$9.75	\$731.25
<u>Midaq Alley</u> by Naguib Mahfouz	75	\$10.20	\$765
<u>Night</u> by Elie Wiesel	100	\$4.99	\$499
<u>Crime and Punishment</u> by Dostoevsky	100	\$6.99	\$699

### Elective Books (to be read in Flex elective classes)

<u>Bury Me Standing</u> by Isabel Fonseca	20	\$10.17	\$203.80
<u>Nine Parts of Desire</u> by Geraldine Brooks	20	\$10.17	\$203.80
<u>The People's Tragedy: The Russian Revolution</u> By Orlando Figes	35	\$16.50	\$577.50
<u>Life in the Third Reich</u> by Richard Bessel	20	\$17.05	\$341
<u>Mila 18</u> by Leon Uris	20	\$8	\$160
<u>The First Word: The Search for the Origins of Language</u> by Christine Kenneally	35	\$11	\$385
<u>Language change: Progress or Decay?</u> by Jean Aitchison	35	\$27.46	\$961.11

## RESOURCES CONSULTED FOR THE FLEXIBLE SCHEDULING PROGRAM

Birmingham Public Schools Strategic Plan.

English Language Arts. Michigan Content Standards and Benchmarks.

“Higher Order Thinking in Teaching Social studies: A Rationale for the Assessment of Classroom Thoughtfulness.” *Journal of Curriculum Studies* 22 (1990): 41-46.

Michigan Framework for Social Studies Education: Social Studies Standards and Benchmarks.

*Model Core Curriculum Outcomes and Position Statement on Core Curriculum.*  
Michigan Board of Education. 1991.

National Council of Social Studies Curriculum Outlines.

Newmann, Fred M. “Can Depth Replace Coverage in the High School Curriculum?”  
*Phi Delta Kappan* 69, no. 5 (January 1988): 345-348.

Oakland County Intermediate School District. “A Contextual View of Integrated English Language Arts.”

Parker, Walter C. *Renewing the Social Studies Curriculum.* Association for Supervision And Curriculum Development. Alexandria, Virginia. 1991.

Powerful and Authentic Social Standards for Assessment Tasks.

Seaholm High School *School Improvement Plan.*

Shills, Edward. “Robert Maynard Hutchins.” *The American Scholar.* Spring, 1990.

Sizer, Ted. *Press Briefing on the Annenberg Gift.* Washington, D.C., 1 2/17/93.

Spady, William and John Ardis. Four Day Workshop on Outcome Based Education  
Attended by Scott Craig, 9/92.

Tye, Kenneth A., ed. *Global Education From Thought to Action.* The 1991 ASCD Yearbook. Alexandria, Virginia, 1991.

