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Project Based Learning-

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

For each week this semester there is one essential question in your English and History class that you will answer using **short writing** and **art**. An Exhibition is where you will display your project and will be graded by a committee of your peers and people from the outside community.

Create a portfolio of writing and art work that answers

Essential Questions: **How does immigration form identity in America? What are the consequences of immigration and identity on American literature, for example with *The Brief Wondrous Life of Oscar Wao*?**

DUE DATES: There will be two Exhibitions one on **February 26** and the second on **June 2**. For each exhibition you must answer an essential question, problem or challenge.

Textbook(s): Reader provided by Ms. Holland and *The Brief Wondrous Life of Oscar Wao* by Junot Diaz, *The Autobiography of Malcolm X*, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander, *The Jungle* by Upton Sinclair, *The Alchemist* by Paulo Coelho

Supplies/Materials Needed: Access to Capulli, group google doc, class notebook, pens or pencils.

Week of January 11th

Readings:

1. **English Reading:** End of Chapter 1, Page 50 – Quiz Today, Present Progress on Project

2. **History Reading:**

- a. Entrepreneurs and Bankers: The Evolution of Corporate Empires by Robert W. Cherny
- d. Robber Barons or Captains of Industry?_by T. J. Stiles
- c. **Imperialism**
- d. **American Imperialism:_The Folly of Empire by John B. Judis**

Guiding Questions:

English: Considering Oscar's dual identity as a Dominican American in New Jersey, how has capitalism had an effect on his life?

Consider the following: intersectionality, "The white kids looked at his black skin as Afro and treated him with inhumane cheeriness. The kids of color, upon hearing him speak and seeing him move his body, shook their heads. You're not Dominican. And he said, over and over again, but I am. Soy Dominicano. Dominicano soy" (Diaz 49).

History: Predict the effects of capitalism on America.

Assignment

1. Google form test

Week of January 18

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of Chapter 2- Pgs 51- 75
2. **History Reading -**
 - a. The Poor and Working Class: How the Other Half Lives, by Jacob Riis
 - b. Native Americans and "Americanization"
 - c. Jim Crow and The Great Migration

Guiding Questions:

1. **English:** Considering the duality of your identity and Lola's relationship with her mother, how has the "Old World" shaped what Lola's mother expects from her children? How has Lola chosen to rebel? What is Lola really battling against?
2. **History:** Judge the effects of duality (rich/poor, American/immigrant) on America then and now. Are we living the same duality now that we did back then?

Assignments

1. Presentations
2. Google form test

Week of January 25

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz Middle of Chapter 3 Pgs 77- 121
2. **History Reading:**
 - a. Populism and Agrarian Discontent by Michael Kazin
 - c. Progressive Era
 - d. Muckrakers

Guiding Questions:

1. **English:** In this chapter, Beli goes through a transformation and fights the politics of the "Old World" Dominican Republic and its school system. Beli creates her own personal revolution. What would have happened if she fully decolonized her mind? What if she had gotten the support of more people?
2. **History:** If the rural and urban reformer had organized together would America have had another American revolution?

Assignments

1. Presentations (History- to be given the week of February 1st, not this week)
2. Google form test

Week of February 1

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of Chapter 3 Pgs 122-165
2. **History Reading:**

- a. NAACP
- b. Women's Rights
- c. Union Organizing
- d. Political Reform: Tamney Hall and Political Machines

Guiding Questions:

1. **English:** By the end of this chapter, we find that Beli has held on to the Dominican Dream as the actual state of her country is crumbling due to the organization of the reformers and revolutionaries. She believes that a man will still provide the life in Santo Domingo she had always dreamed of; a house, children, and an abundance of drug lord money. The Revolution in Santo Domingo was successful, what got in the way of Beli being successful in her own country?
2. **History:** (Same as last week) If the rural and urban reformer had organized together would America have had another revolution?

Assignments

1. Presentations for Week January 25 & February 1
2. Google form test

Week of February 8

Readings:

1. English Reading: *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of Chapter 4 Pgs 167-201
2. History Reading:
 - a. World War 1

Guiding Questions:

1. **English:** There is an undeniable presence of the ideas of Fuku and Zafa in this chapter. How has Fuku or the Cabral curse played in role in Beli's life? How has Zafa or good fortune, played a role in Beli's life? Explain.
2. **History:** Compare and contrast the influence of technology on war then and today? How has propaganda and the weapons of war affected culture or humanity?

Assignments

1. Presentations
2. Google form test

Week of February 15

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz Middle of Chapter 5 Pgs 211-236
2. **History Reading:**
 - a. Roaring 20s
 - b. Great Depression
 - c. New Deal

Guiding Questions:

1. **English:** Abelard Luis Cabral, Oscar and Lola's grandfather, is an example of how "families are always rising and falling [in Santo Domingo]" (Nathaniel Hawthorne). How did socioeconomics change Abelard Luis Cabral's identity from a wealthy and learned doctor to what he becomes by the end of the chapter? How did Santo Domingo's government change forever the future of Cabral family and their Fuku in America?
2. **History:** Compare and contrast the extremes of wealth and poverty in the early 20th Century to today.

Assignments

1. Presentations
2. Google form test

Week of February 22

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of Chapter 5 Pgs 212-261

2. **History Reading:** no reading prepare for exhibition

Guiding Questions:

1. **English:** Just read. Quiz next week. Prepare for exhibition.
2. **History:** NO READING: Prepare for exhibition

Assignments

1. Presentation
2. Google form

Week of February 29

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz Middle of Chapter 6 Pgs 263- 285
2. **History Reading:**
 - a. World War II
 - b. FDR & Hitler: A Study in Contrasts

Guiding Questions:

1. **English:** Ybon is a remnant of what happens to war torn counties and its citizens. Was the Dominican Republic's civil war aimed at expelling their dictator, Trujillo, a just war? Why or why not?
2. **History:** Judge if World War II was a just war? Can any war be just?

Assignments

1. Presentations
2. Google form test

Week of March 7

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of Chapter 6 Pgs 286- 307
2. **History Reading:**
 - a. World War II at Home

Guiding Questions:

1. **English:** How is apartheid (think of Things Fall Apart) and what Joseph Conrad described as "The horror, the horror!" of colonization present in Oscar's life?
2. **History:** Who fights America's wars? Who fought WWII for America?

Assignments

1. Presentation
2. Google form test

Week of March 14

Readings:

1. **English Reading:** *The Brief Wondrous Life of Oscar Wao* by Junot Diaz End of book 311-335
You Made It!
2. **History Reading:**
 - a. Cold War

Guiding Questions:

1. **English:** This big question is up to you. After having experienced the reading I want you to design an essential question aimed at addressing the decolonization that Oscar goes through by the end of the novel. The question needs to be an open ended and discussion question aimed at explaining a theme in the novel.
2. **History:** Illustrate how the rivalry between the United States and the Soviet Union shaped the world after World War II to the present?

Assignments

1. Presentations
2. Google form test

Week of March 21 - NO SCHOOL!!!! YEAAA!!!!

Week of March 28

Readings:

1. **English Reading:** *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander, excerpts from The Autobiography of Malcom X.
2. **History Reading:**
 - a. Civil Rights

Guiding Questions:

1. **English:** Did the Civil Rights Movement of the 1960s better life for Americans with consideration to the school to prison pipeline and what Alexander argues in her book?
2. **History:** Did the Civil Rights Movement of the 1960s better life for Americans?

Assignments

1. Presentations
2. Google form test

Week of April 4

Readings:

1. **English Reading:** The U.S v. John Lennon

2. **History Reading:**
 - a. Vietnam

Guiding Questions:

1. **English:** How can art make an argument, and influence a whole nation, against or for a questionable war?
2. **History:** Does Clausewitz's "Trinity of War" apply to Vietnam? If so, how? If not, why? What were the consequences of Vietnam on America?

Assignments

1. Presentations
2. Google form test

Week of April 11

Readings:

1. **English Reading:**
2. **History Reading:**
 - a. 1970s

Guiding Questions:

1. **English:**
2. **History:** Create the guiding question and answer it.

Assignments

1. Presentations
2. Google form test

Week of April 18

Readings:

1. **English Reading:** War on drugs reading in CSULA reader. LAOS and Mexican trash cities. Shooting an Elephant by Orson Wells

2. **History Reading:** 1980s -

Guiding Questions:

1. **English:** Will globalization save or destroy humanity?

2. **History:** Will globalization save or destroy humanity?

Assignments

1. Presentations

2. Google form

Week of April 25

Readings:

1. **English Reading:**

2. **History Reading:** 1990s

Guiding Questions:

1. **English:**

2. **History:** Will globalization save or destroy humanity?

Assignments

1. Presentations

2. Google form test

Week of May 2

Readings:

1. **English Reading:**
2. **History Reading:** 2000
 - a. 9/11
 - b. War in the Middle East
 - c. Global Warming

Guiding Questions:

1. **English:**
2. **History:** Will globalization save or destroy humanity? Did globalization help or hurt Oscar Wao's world?

Assignments

1. Presentations
2. Google form test

Week of May 9

Readings:

1. English Reading:
2. History Reading: Modern Era
 - a. Wikileaks
 - b. 21st Century Skills

Guiding Questions:

1. English:
2. History: Choose either a or b:

a. How do you fit academically, professionally or personally into the world?

or

b. Create a guiding question that connects the Modern Era to your Exhibition project

Assignments

1. Presentations
2. Google form test

Week of May 16

Readings:

1. English Reading:
2. History Reading: Prepare for exhibition

Guiding Questions:

1. English:
2. History: none.

Assignments

1. Presentations
2. Google form test
3. Teacher grade for photos/captions

Week of May 25

Readings:

1. English Reading:
2. History Reading: none

Guiding Questions:

1. English:
2. History: Prepare for exhibition

Assignments

1. Presentations
2. Google form test

Week of June 1st - EXHIBITION

Readings:

1. English Reading: None
2. History Reading: None.

Guiding Questions:

1. English: None
2. History: None.

Assignments

1. Presentations
2. Google form

Academic Honesty Policy:

All students are expected to abide by the VAPA High School Academic Honesty Policy which is clearly outlined in the Student & Parent Handbook as well as posted online with school registration forms for students and parents to review.

Class Rules and Consequences:

1. The first and foremost rule is to be kind and respectful to one another.
2. Come to class prepared (with your homework done, your notes, pens, paper, laptops and iPad's out, and a positive attitude).
3. Come to class on time. I will not tolerate tardiness.

- Cell phones and other internet capable devices are strictly prohibited, unless being used for academic purposes. If the student is inappropriately using such devices, the devices will be taken away and held by myself until the a parent or guardian can come to pick up the devices confiscated. The student may pick them up after class is done. If the inappropriate usage of such devices continues, the parents or guardians will be notified and further action may be taken in accordance with VAPA High School policy.

Academic Grading Policy:

- Academic Writing 30%
- 50% Two Exhibition Finals
- Participation, Quizzes, Critical Friends, Presentations 20%

Make-up/Late Policy:

Make-up work is accepted when the following protocols are followed. As soon as the student returns to class, it is their responsibility to ask me about the work that they need to make up. I will then work with the student to provide and support necessary and come up with a reasonable timeline that will allow for the student’s successful completion and understanding of the make-up work. Alternate assignments may also be issued so that the student may also keep up with the pace of the class.

Late work Ms. Holland and I DO NOT ACCEPT LATE WORK ON A USUAL BASIS. **You have 2 times** that you may be excused from completing work. That does not mean that you can simply skip an assignment, it only means that you are excused from the assignment until you turn it in when an alternate due date is given.

Support Policy:

We always strive to provide exceptional accommodations for my students and make it a point to specifically design lessons that are accessible to all of my students. We also provide all of the additional support that any students with IEP’s require. The students may also reach me for additional support after classroom hours, by email, during lunch and by appointment.

Online Grade Access:

The students and parents may access their student grades via School Loop. Grades will be updated **every two weeks** and accessed through School Loop.

Citizenship Rubric: Citizenship will be evaluated using the Citizenship rubric.

	Attendance (Absences must be excused within 72 hours)	Behavior
E = Excellent	<ul style="list-style-type: none"> • 1 or fewer uncleared tardies and • No unexcused absences 	The student <i>almost always</i> : <ul style="list-style-type: none"> • Participates in learning. • Follows classroom rules. • Displays on-task behaviors. • Is respectful to others.
G = Good	<ul style="list-style-type: none"> • 2 or fewer uncleared tardies and/or • No unexcused absences 	The student <i>usually</i> : <ul style="list-style-type: none"> • Participates in learning. • Follows classroom rules. • Displays on-task behaviors. • Is respectful to others.

S = Satisfactory	<ul style="list-style-type: none"> ● 3 or fewer uncleared tardies and/or ● 1 unexcused absence 	The student <i>sometimes</i> : <ul style="list-style-type: none"> ● Participates in learning. ● Follows classroom rules. ● Displays on-task behaviors. ● Is respectful to others.
N = Needs Improvement	<ul style="list-style-type: none"> ● 4 or fewer uncleared tardies and/or ● 2 unexcused absence 	The student <i>rarely</i> : <ul style="list-style-type: none"> ● Participates in learning. ● Follows classroom rules. ● Displays on-task behaviors. ● Is respectful to others.
U = Unsatisfactory	<ul style="list-style-type: none"> ● 5 or more uncleared tardies and/or ● 3 or more unexcused absences 	The student <i>almost never</i> : <ul style="list-style-type: none"> ● Participates in learning. ● Follows classroom rules. ● Displays on-task behaviors. ● Is respectful to others.

Participation in learning means:

That the student:

- Completes their assignments in pairs and is responsible to their partner and the rest of the class every day of this semester.
- Is always on time, seated, and ready to work when the bell rings.
- Completes the assigned classwork and homework to the best of his or her ability.
- Actively participates in class discussion daily.
- Completes any make-up work needed.

Follows classroom rules means:

- Students follow the class rules and are not destructive to those around them meaning:
- They are quiet and respectful of those addressing the class.
- They do not leave trash around them to preserve the space around them.
- They do not disturb others by distracting them when takings tests, completing tasks or participating in class.

Displays on task behavior means:

- The students actively participate and contribute to in class discussions.
- Diligently complete tasks like homework, class work, presentations, tests, and quizzes.
- The student is prepared with paper and pens to take notes on the given subjects daily.

Respectful to others means:

Not inhibiting others from preforming at their best performance levels by your actions. Students are to always respect one another, their teachers, staff members, and on campus speakers as members of a classroom community.

This means that the students should NOT:

- Interrupt others when addressing the class.
- Disrespect their peers or others regardless or differences in opinion
- Make noise or cause other distractions during class or especially when their peers are testing.

