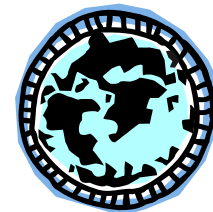


Course: Humanities (World History and Sophomore English)
Teachers: Jennifer Davis and Chris Davis **Classroom:** 1329/1331
Website: clarkhumanities.org **Twitter:** twitter.com/CMHS_humanities
Remind.com: text @cmhs3 to 81010 **NewsELA.com:** 86HXKR (class signup code)
Turnitin.com (block 2): 13071461 (class ID); human_block2 (password)
Turnitin.com (block 3): 13071471 (class ID); human_block3 (password)
Contact Info: 248-8324, ext. 1329; cdavis@gusd.net, jdavis@gusd.net
Days/hours of Instruction: M-F, 9:50-11:20; 11:50-1:20



Course Overview

Humanities, a blended course comprised of sophomore English and world history, integrates art, music, and literary history. The English curriculum focuses on the themes of “morality and leadership” and “tolerance and coexistence,” and the history curriculum focuses primarily on 19th and 20th century world history. We focus on Common Core State Standards, a set of literacy/reading/writing standards adopted by most states in the U.S. These standards reflect critical reading, writing, and speaking skills necessary for success in post-secondary education and in the workplace.

Quarter 1

History Topic: Rise of Democratic Ideas

Big Question(s): Did thinkers during the 17th and 18th centuries know best how to organize a society? What qualities do effective leaders share? What role does morality play in leadership?

Anchor Text: *Julius Caesar* (Shakespeare)

Learning Targets: developing close reading strategies and analyzing theme, dialogue, characterization, tone, and structure of literary and nonfiction works

History Topic: Industrial Revolution

Big Question(s): Are we better off today with the changes brought about by industrialization? What new moral issues developed as a result of industrialization?

Project: personal Wikispace pages (narrative writing)

Learning Targets: writing narratives with well-chosen details and using appropriate technology to share them

Quarter 2

History Topic: Rise and Fall of Imperialism

Big Question(s): How are some societies able to conquer others? Can this ever be justified? What is the role of leadership in all of this? What roles do tolerance and coexistence play in imperialism?

Project: read *Things Fall Apart* (honors only)

Learning Targets: analyzing the validity of an author’s use of evidence, synthesizing evidence from multiple sources

History Topic: World War I

Big Question(s): Could World War I have been the “war to end all wars?” What role does leadership play in the creation and sustaining of war?

Anchor Text: *All Quiet on the Western Front* (Remarque)

Project: World War I newspaper

Learning Targets: writing a thesis using parallel structure and finding relevant supporting evidence; comparing works of differing genres with similar thematic elements

Quarter 3

History Topic: Rise of Totalitarianism

Big Question(s): What attracts some people in a society to a dictator? Can dictators lead without instilling fear? What happens to tolerance in a totalitarian system?

Project: oral history

Learning Targets: analyzing how author’s structure, esp. in persuasive speeches, affects the speaker’s message

History Topic: World War II

Big Question(s): Were the Allies morally justified in waging war against the Axis Powers?

Anchor Text: *Night* (Wiesel)

Learning Targets: incorporating properly cited textual evidence in the support of a thesis

Quarter 4

History Topic: Cold War

Big Question(s): Were the U.S. and U.S.S.R. the most important actors in the Cold War? How did the rhetoric of leaders during this time contribute to Cold War tensions? How did intolerance play a role in the Cold War?

Learning Targets: analyzing effectiveness in speeches and writings; synthesizing evidence from multiple sources

History Topic: Contemporary World Issues and Unresolved Problems of the Modern World

Big Question(s): Have the concerns of the developing world changed in the 21st century? Is the world better off today than it was prior to industrialization? How do we treat one another in society? How do I contribute to the world in which I want to live?

Project: Contemporary World Issues Google presentation

Learning Targets: using close reading strategies to determine meaning; writing narratives; using Google Presentation to create visual display of information; communicating effectively during oral presentations; reading two texts on a similar topic and noting similarities/differences

Assignments – All wording on assignments must be your own. If it is discovered that you copied another person’s writing, put your name on work that was not your own, or gave your work to another student, you may receive a referral and a **zero** on the assignment. Confusion is not an excuse; ask us questions if your assignment confuses you. We usually post assignments on our class website. However, your most up-to-date information about assignments for this class is the daily agenda in class. While most assignments may receive partial credit if not done to specifications, **not following directions carefully may cause you to receive a “no credit” on some assignments.**

Assignment Formatting and Submission – All written (typed or not typed) assignments must be turned in at the beginning of the class period with correct MLA format heading (see <http://www.clarkmagnet.net/domain/10>, MLA Sample Paper Format). If an assignment is typed, print your paper **PRIOR** to class. If you have trouble printing at home, you may print in this classroom **AT SNACK ONLY**. It is best if you have your writing in Google Docs/Drive form (or something similar) so that you can access it on the classroom computers.

Collaborative Work – Much of the work in the real world is done in cooperation with others. We expect you to work well in groups, contribute fairly to the final project, and communicate well with each other. While all of your work is graded individually, part of your individual grade is determined by how well you work with others.

Cheating/Plagiarism - Internet access makes plagiarism/copying easy to do. Cheating on a test/assignment or using in an unauthorized manner others’ words or ideas (in part or whole) is plagiarism and **may result in a zero on that assignment and a referral, at the minimum.** Consequences for cheating/plagiarism may in part be determined by the severity of the offense and the student’s level of honesty and remorse. Any writing assignment not submitted to turnitin.com will be docked points.

Dress Standard, Electronic Devices, Other Rules: We expect you to follow the school rules regarding the dress standard and appropriate use of electronic devices such as cell phones. We also do not want you to chew gum, eat food, or drink beverages other than water while in our class. Because you will keep your backpacks stored away from your desk, you are encouraged not to leave in your backpack anything of great value. We are not responsible for items lost or stolen.

Behavior Expectations – Being in class on time is important. Paying attention respectfully once you are here is important as well. Upon your third infraction of the following behaviors, you will receive snack detention: observed gum chewing, rude reading, disrespectful behavior, sleeping, or getting up from your seat to obtain materials from backpack during class. For subsequent infractions, you will receive lunch detention (fourth); lunch detention/phone call home (fifth); and a referral (sixth and beyond).

Grading – Most major assignments will be graded according to scoring guides/rubrics that we will give you at the beginning of the assignment. All letter and check grades are converted into point grades, which are used to determine your final semester grade. Assignments are weighted according to four categories: projects – 25%; writing/essays – 25%; homework, in-class work – 25%; tests, quizzes – 25%. Percentages are approximate and may vary for honors/advanced and regular students. Normal grading scale of 90/80/70/60 will be used for honors, but may be adjusted for regular.

Absences/Make-up and Late Work

- Good attendance is important. Missing 90 minutes of instruction requires a lot of make-up work on your part. Ten or more absences per semester may affect your grade due to our not being able to observe your discussion or in your not fairly contributing to your group’s work.
- We do **not** offer extra credit, though we offer opportunities to earn extra points on some assignments.
- We do **NOT** give credit for work turned in after the work is due. All work is due at the **beginning** of the class period on the assigned date (no contacting of parents to bring it during or after class).
- If you have an unexcused absence, your work will not be accepted for that absence.
- If you know that you will be absent for an extended period of time (health reasons, family reasons, etc.), contact us prior to the absence so that we can help you stay caught up with the coursework.
- Each semester, one assignment may be turned in one day late using a Procrastinator’s Permit. You will not be able to use this for certain assignments that involve project work or are needed in class that day because a discussion is dependent upon them. You cannot carry over this Permit for the spring semester and you do not receive extra points for not using it.
- If you are absent, **you** are responsible for finding out what work/tests you missed via the website or classmate. It is your responsibility to show us the work due during class when you return. “Forgetting” to do this will cause us to view the work as late and result in no credit. If you are absent when an assignment was given, you will have the same number of days the class had to complete the assignment. Again, you must **show us the work at the beginning of class; it is not our responsibility to ask you for it.** It is your responsibility to obtain the correct stamp or initials on any assignment turned in from your absence or order for the assignment to be counted for credit.

- If you are absent on the day of a quiz, exam or in-class essay, your test questions or essay topics may be different from what was given in class on the day you were absent.
- For some assignments that extend over several weeks, we must receive the work **at the beginning** of the class period on the due date, **even if you are absent**. Otherwise, your work will be considered late and will not be accepted. You will be informed when this policy applies to a specific assignment.

Highly Recommended Materials

Bring to class each day (unless otherwise noted):

- 2-3 pencils and pens (blue or black ink)
- lined (non-spiral) notebook paper (kept in a binder) for turned-in work
- 3 **separate** notebooks of about 70 pages each: one for “article-of-the-week,” one for class notes and humanities links, and one for Daily Oral Language and response journals
- a 3-ring binder where you keep handouts, returned work, notebook paper, and work-in-progress
- reading **book** – your own or a library book (fiction or nonfiction, appropriate to your reading level, and acceptable to your parents, not read last year or scheduled to be read this year)



Enrichment

This time is designed for you to meet with us or your classmates to work on projects or assignments, or to seek help. How effective this time is will depend on how well you make use of it. Take advantage of this extra learning opportunity. Typically, students who seek help at enrichment (or at lunch if not here at enrichment) do better in the class. Please ask us for a pass anytime you feel you need help. We may limit the number of passes we distribute, so please see us early in the day. See us to schedule lunch appointments for help.

Honors/Advanced

Students recommended by their ninth grade English teacher will be asked to do honors/advanced work for this class (at least two additional assignments per semester). At times, honors students will be expected to meet during lunch for honors assignments and activities. All students are invited to these enrichment sessions. Students who show interest, motivation, and ability to do honors work may also be asked to change into the honors/advanced course at the spring semester. **We will only consider for AP recommendation students who have completed at least one semester of honors/advanced work with us.**

A Final Word

We are excited about working with you this year in Humanities. We view your education as a partnership of you, your parents, and us. You need to be an **active** member of this partnership. What that means is that you need to keep your parents involved in your education. You also **need to communicate with us** about problems, concerns, or suggestions that you might have.

I have read and understood these guidelines for Humanities.

Student Name _____

Student Signature _____

Parent Signature _____

Date: _____

