

Humanities IV Class Syllabus

Name _____

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Course Description:

This course (four UPs) continues the integrated study of English and social studies. Our focus for the year is leadership. The year will be a rich exploration of leadership driven by passion, engaged citizenship, and personal voice.

Trimester 1

As a culmination of four years working toward our school-wide goal of ‘getting smart to do good,’ each CBHS senior will design a Senior Expedition in which they choose and research a social or environmental need and design a “slice of the solution.” As part of Senior Expedition, students grapple with a pair of essential questions: What is my passion and how can it meet a need in the world? In social studies, students will research their chosen issue, interview experts and analyze the solutions others have attempted. The product of the research will be an expert paper due at the end of the trimester. In English, students will draft and complete a college application essay. We will explore models of solutionary thinking, and connect with local mentors to deepen our understanding of how positive change is most effectively made. The fall trimester in English will culminate in a new two-day Changemaker Challenge where seniors pitch their proposed innovations.

Trimester 2

In English, seniors will be the change they want to see in their local and global community through their Senior Expedition culminations. In February, seniors will give a Casco Talk to the school: a TED-style talk about their senior expedition journey as a change maker. Students will read and analyze *I Know Why the Caged Bird Sings* by Maya Angelou. In social studies, students will begin an exploration of the U.S. legal system. We will start with a review of the overall legal system, then move to a more in depth study of constitutional law.

Trimester 3

In English, students will explore three artistic genres: poetry/spoken word, short story and memoir to develop and revise a publication-quality piece in the genre of their choice to read at our Café Night culmination. In social studies, students will continue their study of the U.S legal system with comprehensive explorations of criminal and civil law. At the end of the trimester, students will write and present their "Final Word."

Major Products:

Senior Expedition Products:

Expert Paper Proposal, Interview Transcript and Reflection, Annotated Bibliography, Expert Paper, Slice of the Solution Proposal and Plan, Impact Portfolio, Casco Talk

Social Studies Assessments:

Tests, Essays, Presentations and Daily Work

English Assessments:

College Essay, Literary Analysis, Journals, Presentations, Performances, and In-class Discussion.

Materials:

- Two folders, one for English handouts, one for social studies handouts.
- Two notebooks (either spiral or Marble Composition book), one for English, one for social studies.

Homework:

- Students will have **30 to 60 minutes** of Humanities homework each night, depending upon where we are in the curriculum.
- Homework will be **checked the following class**. **Homework Rubric** = did all that was asked - 3, did part of what was asked - 2, did none under 50% of what was asked - 1
- Homework completion directly **affects the HOWL** (Habits of Work and Learning) grade. Homework presented late will receive a “2” for the HOWL preparedness standard.
- **In order to revise work, students must maintain a H.O.W.L. grade of 3.**

Make-up Work:

- **Students are responsible** for checking Google Classroom for any missed assignments, then turning in any missed assignments.
- Following an excused absence, students will have **5 school days** to make-up any work missed.
- If a student is **absent for a test** and the absence is **excused**, the student will take the test **the day of return to school**. If the absence is not excused, the student will receive a “1” for any assessments missed during the absence.
- In order to receive credit for make-up work, the **absence or tardy must be excused** through the school office and reflected in your Infinite Campus attendance record.

Meeting Deadlines:

- Students are expected to complete work by **pre-approved deadlines**.
- If students **do not meet the initial deadline** for an assignment, students will **not** receive a revision opportunity.
- If students **do not meet the final deadline** for an assignment, work will **not** be accepted.
- In line with the school's late work policy, students may submit a request for extension for summative assessments (except tests) once per trimester to be **approved by teacher**.

Revision:

- **Students must maintain a H.O.W.L. grade of 3 or higher in order to revise work.**
- Tests may only be **revised up to a 3**.
- In the case of **tests**, students will have **two revision opportunities** within two weeks following the test. If a student receives an initial test grades of a 1, the **review sheet** for that test **MUST** be completed and presented as your “ticket to revise”.
- Students may use **academic support** and **block 7** to revise work that is not meeting standards.

Class Norms:

- Students are expected to bring their Humanities notebooks, Chromebook, a writing utensil and an open mind to class everyday.
- Students have 5 minutes passing time between classes. You are expected to be in the room in your seat when that 5 minutes ends.
- No phones should be out during class. Phone devices that are out without permission will be confiscated.
- In order to ensure clear communication, eyes must be visible. Therefore, no sunglasses, hoodies or brims facing forward while in class.
- If you need to excuse yourself from the room, you may leave **one at a time**. Sign out by the door before you leave and please keep your stay out of the room to under 5 minutes.

Content Standards and Performance Indicators That Will Be Assessed

English Language Arts

I. Writing Argument

- **Claim:** Make a precise, strong and arguable claim.
- **Evidence:** Select and clearly present available evidence that accurately supports my claim.
- **Reasoning:** Articulate and develop the connections between my claims and evidence.
- **Organization:** Write in cohesive paragraphs that introduce, support, and conclude my argument.
- **Language:** Use a formal tone, objective style and academic language when appropriate, and correct grammar.

II. Presentation

- **Delivery:** I can deliver a well-rehearsed oral presentation that follows the conventions of public speaking.
- **Support:** I can apply a variety of evidence to support my purpose.
- **Organization:** I can organize my main ideas in a purposeful, logical, and clear manner.
- **Visuals:** I can make strategic use of digital media/visuals.

III. Speaking and Listening: Discussion

- **Using Evidence:** I can cite relevant and specific evidence from text(s) to support reasoning.
- **Reasoning:** I can articulate and develop the connections between my ideas, evidence, and the ideas of others.
- **Responding and Building Ideas:** I can respond to perspectives and comments, claims, and evidence.
- **Questioning:** I can ask thought-provoking questions that connect to themes and larger ideas.

IV. Reading Interpretation

- **Identifying Central Idea or Theme:** I can determine the central idea or theme of a text.
- **Selecting Evidence:** I can select textual evidence that supports the theme.
- **Analyzing Text:** I can analyze evidence from the text to arrive at reasonable conclusions.

V. Writing Narrative

- **Engagement / Opening:** I can engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing a narrator and/or character's point of view.
- **Details and Narrative Techniques:** I can use descriptive details, sensory language and other narrative techniques to convey a vivid picture that develops experiences, events, setting, and/or characters.
- **Organization and Development:** I can create a coherent whole and build toward a particular tone and outcome using a variety of techniques to sequence events.
- **Conclusion:** I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **Language:** I can use the conventions of standard English grammar and academic language when appropriate.

VI. Making Meaning

VII. Reads Regularly

VIII. Writing Process

IX. Quality Writing Across Genres

X. Image as Text

XI. Interview

XII. Research Process

Social Studies

I. Applications of Social Studies Processes, Knowledge and Skills: Research, present and defend a social studies decision or argument using evidence.

- **Conduct Research:** Conduct research on a social studies issue.
- **Evaluate Points of View:** Evaluate various points of view from primary and / or secondary sources.
- **Make and Defend an Argument Using Evidence:** Make an argument and / or claim using evidence.

II. Civics and Government: Apply an understanding of the principles of government in the United States and the world.

- **Principles of Government:** Explain how principles of government affect the form and function of government.

III. History: Apply and demonstrate knowledge of major historical eras and enduring themes in the United States and the world.

- **Knowledge:** Identify, describe and analyze multiple historical events demonstrating an understanding of cause and effect.