**Sophomore Humanities 2019-2020**

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**Dear parents/guardians and students:**

Welcome to Sophomore Humanities! World Studies is designed to teach skills in critical thinking, reading, writing, speaking, listening, and research through the study of Western Civilization. We will examine political, economic, military, and diplomatic events and issues throughout European and Latin American history, and how those issues and events shaped European and Latin American literature and art.

**A mind stretched by a new idea never returns to its original dimensions. --Oliver Wendell Holmes**

**COURSE CONTENT:**

**Textbook:** *Prentice Hall**World History*

**Major Literary Texts:** *Macbeth, A Modest Proposal*, *Metamorphosis, Night*, *A Small Place*

**Materials**: Students will need the following materials in class EVERY DAY. *Please obtain and bring these materials as soon as possible.*

* blue or black ink **pens** (at least two) and a red **pen** for in-class grading/editing
* a package of **3x5 index cards**

**Missing or Late Work**

**It is always the student’s responsibility to check the appropriate websites for missing work and take the initiative to contact the appropriate teacher.**

* **Unexcused Absences:** No late work will be accepted for unexcused absences.
* **Late Penalty:** Late work may receive a late penalty depending on the assignment; this will be clarified when the assignment is given.
* Late work may be turned in for partial credit until the unit test. **No** late work will be accepted after the unit test.
* **Major Projects:** Late work will not be accepted, except in extenuating circumstances or by prior agreement with the teacher. Due dates will be given well in advance. Even if the student is absent on the day the assignment is due, it is the student’s responsibility to make arrangements for his or her assignment to be turned in prior to the absence.
* **Excused Absences:** Students will be expected to make up all assignments and notes. **Homework that was collected during an absence is due within 1 day** of the student’s return. **Tests, quizzes, etc., must be made up within 1 week** of the absence. It may not be possible to make up some assignments such as Socratic seminars. Work not made up within these time frames will not receive credit.
* **Test Retakes**: Social Studies unit tests can be made up to regain partial points; this option is only available until the end of the following unit.
* **Essay Retakes**: We will offer opportunities to improve aspects of essay writing after a final draft; however, you will not be able to do a full re-write—that’s why we do multiple rough drafts before the final!
* TWO **composition book or spiral notebook** for journals (one for LA and one for SS separately)
* an **assignment calendar** or personal planner
* **Folder** for writing portfolio
* Recommended: a **three ring binder** with subject dividers and notebook paper to organize handouts.
* Different colored markers/highlighters for annotation (5-8 colors)
* Periodically, you may want to have **art supplies** (markers, colored pencils . . .) available.We will notify the students when such materials will be necessary.

**COURSEWORK:**

**Homework**: Although the amount and type will vary, expect homework 3 to 4 nights each week.

* In-class work and homework must be neatly written or typed using MLA formatting
* Save all homework assignments (including notes and handouts) because they will help with test preparation (and Finals) as well as providing insurance in the case of a grade discrepancy. Homework will be collected, so be prepared!

**Oral Communication**: Students will be regularly required to practice the art of oral communication in: small group cooperative learning, whole class discussions, Socratic Seminars, and presentations.

**Written Work**: Please note that all formal papers MUST be typed and submitted to www.turnitin.com. We MAY request a printed copy as well.

* If submitting multiple pages of written work, they should be stapled or clipped together BEFORE class.

**CONDUCT POLICIES:**

**Cell Phones and iPods/Music Players:**

Cell phones may be used on occasion for research/assignment purposes as designated by instructors. If a cell phone is being used during undesignated times it will be confiscated until the end of class. If a problem persists parents will be notified to discuss further action. First offense is a warning; second offense results in a parent email, and on the third offense, the phone will be confiscated for a parent to pick up in the main office.

\*\* iPods/Music Players may be used on occasion during individual work time as designated by instructors. If these devices are being used during undesignated times, or if they are used for inappropriate reasons, they will be confiscated.

**Be:** respectful of others as well as of yourself.

attentive, especially to directions.

curious and open-minded.

responsible for yourself and your learning.

prepared.

punctual.

**Make good choices.**

**Participation**: The presence, curiosity, integrity and cooperation of all students are important to the success of everyone in the classroom. Participation will no longer be behavior based, but instead will focus on student preparation for, and contribution to, the class discussions and activities. Students will be evaluated on various aspects, which include (but are not limited to):

* Discussion and group projects
* Journals - completed on a regular basis to help structure class discussion or review. When collected at the end of each unit a few entries will be selected for close reading/grading but the majority will be a completion grade as the entries are meant to review or brainstorm (not every entry will be read).
* Some in-class work

**Grading Scale:**

**A 93-100 A- 90-92**

Exceeds Standards. The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery of material.

**C+ 77-79 C 73-76 C- 70-72**

Approaches Standards. The student has generally met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.

**D+ 67-69 D 60-66**

Still Developing. The student’s accomplishment (while still passing) leaves much to be desired. Some requirements have been met but were inadequate.

**B+ 87-89 B 83-86 B- 80-82**

Meets Standards. The student has met the formal requirements, showing a clear indication of initiative and grasp of the subject.

**Categories:**

50% Culminating Tests, Presentations, Formal Writing and Projects

25% Process (Homework, Quizzes, In-class work)

15% In-Class Participation (Socratic Seminars, Discussion, Focus, Journals)

10% Final Exam

**Grading Practices:**

Skyline’s Humanities Department is committed to team teaching and interdisciplinary work and study. It is our goal to integrate the two subjects—Social Studies and Language Arts—to create a deeper, more critical and balanced learning experience for your student in the social sciences. We understand that learning does not exist in the vacuum of specific subjects and believe that the best learning environment is one in which students and teachers bring diverse ideas, disciplines, and perspectives to enrich students’ understanding and the classroom experience as a whole. As such, the Skyline Humanities Department tries to integrate its curriculum as much as possible in both the block and split-block model of instruction. The result is that to get an accurate understanding of your student’s work and progress in both our classes, some assignments demonstrate learning in both subjects and consequently belong in both grade books on Family Access. The number of points entered in the two grade books might be different, depending on the discipline in which the assignment was the focus, as this would best reflect the student’s progress in each discipline. Teachers generally try to inform students when this will occur, and if there are any questions about a particular assignment students are encouraged to inquire. With this method, we believe both teachers and parents will be best able to track students’ progress and best understand their strengths and areas for growth.

**Rounding:** Final semester grades will **NOT** be rounded.

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**ACADEMIC INTEGRITY/HONESTY POLICY:** Academic integrity speaks to a student’s commitment and responsibility to pursue scholarship openly and honestly. It respects the concept that learning is the primary purpose of education, secondary to grades and credits. Academic Dishonesty is defined as any action or attended action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other student.

Academic Integrity violations include, but are not limited to:

* Plagiarizing or submitting any part of another person’s work as representing ones’ own scholarship
* Distribution/sharing of class assignments or test information in either written or verbal form to another student without teacher permission
* Unauthorized Collaboration – working with others without the specific permission of the instructor on assignments that will be submitted for an individual’s grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.
* Collusion – supporting the lack of integrity/honesty by another student, as in allowing one’s work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one’s own work, or the work of another, unless specifically authorized by the teacher.
* Technology Malpractice – any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

**Consequences for Violation of Academic Integrity/Honesty:**

- A “Zero” on the assignment and administrative referral. This does include everything from small homework assignments to major tests, papers, and the final.

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**SHS PRINTING POLICY**: *Students are able to print to a number of laser printers. Skyline recognizes the need for student printing, but limited resources also require that we put limits on student printing. Students are encouraged to be conservative users of computer printers.*

*Students are expected to follow these printing guidelines*:

 1. Student printing will not exceed 25 pages per month. This is expected to provide one copy of student work and materials accessed electronically for research purposes.

 2. Documents that are posted to teacher websites are expected to be accessed at home and printed at home for student use.

 3. When multiple copies of an assignment or class handout are required, the student is expected to photocopy those items. This can be done at school for $.10/copy, or for a lower price at a commercial service.

**Please review the Sophomore Humanities Syllabus before signing and returning this document.**

Ms. Bronson: www.msbronson.com

Ms. Gilpin: http://gilpinshs.weebly.com

This contract becomes valid and binding when the student and parent/guardian signatures are affixed to the attached signature page. This page needs to be signed by the student and one guardian, detached from the contract, and then returned to the teacher for safekeeping.

The student should obtain all necessary signatures and return this page by Monday, September 9, 2019.

Take a moment before signing this document and discuss with your student two goals for this course. We would like the goals to be focused on **writing skills**. What do you (and your student) think your student needs to work on? In what areas of writing has your student struggled in the past? When reading your student’s work, what aspects do you think need strengthening? Please list these goals below!

­1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to write the above goals!

**Student Syllabus/Contract Signature Page**

**Sophomore Humanities 2019-2020**:

*I hereby understand and agree to the terms of this contract. I promise to do my best to fulfill the course expectations so that I may gain all of the benefits that are possible from this course. I will strive to attend class regularly, complete all required work, participate in class activities, and I will have respect for my teacher and fellow classmates.*

Student’s name PRINT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*I have read this contract with my student and I understand the terms of this contract. I agree to provide support and assistance at home for my student as needed. I understand that my signature indicates my approval of texts, works, and films that will be used during this course****. I understand that my signature implies my acceptance of the policies described in this syllabus.*** *I understand that I am welcome to contact the teachers at my convenience regarding any concerns or comments.*

Parent/Guardian’s name PRINT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In getting to know your son or daughter, we would like your input, as your perspective is an integral part of your child’s education. Please make sure your email is up-to-date and correct in Skyward—this is how we will reach out with any questions, concerns, or good news this year! Below are some questions to help us learn a little bit about your student’s background. Thank you very much for your time and input.**

1. How does your student learn best?

2. What are some of your student’s personality traits? (Likes, dislikes, habits, etc.)

3. What will be most helpful for us to know about your student in order to best support their learning this year?