

9-2 Course Intro.

Humanities

9-2

Course: Humanities / World History 1 - Grade 9

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“Learn from yesterday. Live for today. Dream for tomorrow.”

Course Description

One of the overarching goals of the course is for students to develop the critical and analytical skills to detect the patterns, acculturation, and interdependence between these great world civilizations. The time frame of the course starts with an abbreviated introduction on the legacy of Mesopotamia. The foundation of the course begins with units on Greece and Rome. Drawing on the essential themes that emerge from the Greco-Roman units, students will then apply those themes to analyze the legacy of the following periods: Comparative Religions, Islam, China, Africa, India, Low Middle Ages, High Middle Ages, Renaissance, Reformation, Scientific Revolution, Age of Exploration, and concluding the year with Absolutism, Enlightenment, and the French Revolution. In addition to the above content, all 9th grade social studies classes have a “character education” component. This includes the integration of such concepts as respect and responsibility within the historical context of the course. These concepts are examined as they relate to historical issues, events, and personalities.

OVERARCHING COURSE ESSENTIAL QUESTIONS

- *How is the modern world a legacy of the ancient world?*
- *How do historical patterns explain the development of civilizations?*
- *Why do empires rise and fall?*
- *How do belief systems define the purpose of life?*
- *How does geography impact a civilization?*
- *How does perspective influence the recording of history?*
- *To what extent do individuals or circumstances shape history?*

What do I need for this course?

- **A 3-ring binder with 3-holed loose-leaf notebook paper (for notes, handouts)**
- **Pen (something to write with)**
- **Class issued textbook**
- **Utilization of an agenda book**

Homework:

There will be daily homework that will involve reading, taking notes or writing assignments.

1

Course Objectives: Students will:

- Develop learning strategies to be successful in the classroom (i.e. note-taking, time management, organizational skills, etc.)
- Analyze and reflect on course essential questions based on historical issues, events and people that can be applied and connected to today's world
- Demonstrate school-wide learning expectations by actively participating and positively contributing in a respectful manner within our classroom

Importance of Class Participation:

It is important that you participate as an attentive listener and speaker. There will be many opportunities for you to contribute to class discussions. I hope that you take advantage of this opportunity.

Assessments

There will be a variety of assessments to evaluate student progress and performance including:

- Demonstrating Respect in class (weekly grades)
- Homework (including graded notes)
- Quizzes, Tests, essays (including DBQ – document based questions), graded discussions
- Term 4 Research Paper

In addition, research methods, Chicago style format of citation, and research writing skills will be developed

Resources: World History: Patterns of Interaction, (2007), McDougal-Littell.

Turnitin.com Class Code: _____

Online textbook: details on class web site

Classroom Expectations:

Students are expected to:

- "Be nice."
- Develop good listening skills. Students will learn from him and from each other.
- Act respectfully towards him and each other. Put downs and swearing -not allowed.
- Express tolerance. Each student learns differently. Learn to value other students for their differences. The world and our class would be boring if we were all the same.
- Work cooperatively as part of a team.
- Be cordial to each other by saying "Please", "Thank you", and "You're Welcome".
- Come to class on time, prepared and organized for each class. It is suggested to use an agenda book or some other method of managing classroom responsibilities.
- Stay on task. Stay focused on classroom goals. The result will be high-quality work.

Students should expect the teacher to:

- "Be nice."
- Create a positive learning environment that is entertaining and academically challenging.
- Act respectfully in the classroom.; Be reasonable and fair.
- Communicate progress or concerns; Be prepared for each class.

Goal is to create an organized study resource

- 3-ring binder is very organized.
- All notes from textbook and all handouts are included in chronological order or by section i.e. Handouts, Study Guides, Notes, Openers, DBQs, etc.
- All notes are 3-hole punched and legible.
- Responses to all "class openers" are comprehensively answered and thoughtful.
- 3-ring binder will definitely be utilized as an organized study aid for assessments, mid-term exam or final exam.
- No materials from "other classes" are included with World History materials.
- All papers are going the correct "way"
- It would be easy for student to locate notes/materials for a topic upon request.

How will you be successful in this course?

- Come to class on time and prepared
- Use your agenda book to keep track of homework and assignments (due dates)
- Actively take notes in class (it's not a spectator sport)
- Figure out the best way for you to study for assessments
- Keep your 3-ring binder organized so you can use it as a study resource and so you can find everything that you're looking for when you want it
- Don't wait until the last minute to complete assignments
- Don't wait until the last minute to prepare for assessments
- Ask questions in class
- If you have any questions - contact me (in class or via email)
- Use the class web site as a resource
- Ultimately, your effort and desire to do well (you have to care more about your grades than anyone else on the planet) is directly related to the grades you will earn.

Name: _____

/20PTS

Weekly Grade: Classroom Behavior & Individual Participation Rubric - Mr. George

	Beginning – 0 pts	Developing –6 pts	Focused –8 pts	Exemplary –10 pts
Communicates Effectively	Does not participate in class discussion & does not respond thoughtfully	Occasionally speaks clearly and confidently in class. Occasionally listens critically and accurately to spoken messages. Occasionally communicates ideas and messages within a class discussion.	Frequently speaks clearly and confidently in class. Frequently listens critically and accurately to spoken messages. Frequently communicates ideas and messages within a class discussion.	Consistently speaks clearly and confidently in class. Consistently listens critically and accurately to spoken messages. Consistently communicates ideas and messages within a class discussion. Reflects thoughtfully and makes a positive contribution toward class discussion.
	0 PTS	6 PTS	8 PTS	10 PTS
Demonstrates Respect for Others	Poor behavior. Disruptive to other students. Lack of respect is demonstrated in the classroom. Comments show a lack of respect and courtesy.	Classroom behavior needs to be improved. Needs to act in a more respectful way in the classroom. Needs to continually be spoken to regarding behavior or attitude. Demonstrates inability to pay attention when others are speaking.	Classroom behavior was acceptable. Acts respectful in the classroom on most occasions.	Classroom behavior was superior, professional, and a model of how the teacher would like students to behave. Demonstrates self-respect and respect for others at all times.
	0 PTS	6 PTS	8 PTS	10 PTS

4