

6TH Grade HUMANITIES SYLLABUS

2017 - 2018



My Info:

Name: Ms. Lauren

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Office Hours: Monday - Thursday @ 3:15

Dear Student,

Breathe. A lot of you have spent the last few years in this building, but others are new to the High Tech family - I welcome you all. We're going to have a great year building, working, and learning together. The following few pages are for you.

This is a syllabus. I want you to have an idea of what to expect in our class this year. A syllabus is meant to let you know a little about the class, what we will learn, how we will learn it, and some classroom norms. After reading this I would like you to show it to an adult at home. The last page has a place for both you and your adult to sign, agreeing that you have read the syllabus and understand it.

I hope you're ready for an awesome year at HTMCV!

Your teacher,

Ms. Lauren

I. Why does this class exist?

Humanities is the study of how people look at and write about the human experience.

No, but really, what is humanities?

Well, sassy italics, it all started long, long ago in ancient Greece. The adults of ancient Greece thought that they should teach their children what it means to be a good citizen. They thought in order to be a proper citizen, students needed to learn about: music, art, literature, and politics. Today the study of humanities has expanded to include: religion, history, language, and philosophy.

So like the ancient Greeks we think it is important for you to be an active and positive force in our community at HTMCV as well as outside school walls. We think that the writing, reading, and historical thinking skills you learn here in 6th grade humanities will help you be a successful student and citizen.

II. Course Aims:

Writing

At some time in your life you will have to write an email to a friend or family member who is far away, a research essay for a teacher to read, or an introduction letter to a potential boss. Because of this, I want to make sure you can communicate your thoughts through the written word. We will focus on foundational writing techniques that will help you boost your skills.

Writing we will practice in this 1st semester include:

- Frequent journal writing
- Narrative writing
- Literary Analysis
- Reflective
- Emails
- Website/Blog writing

Reading

In the immortal words of Dr. Seuss, “The more that you read, the more things you will know. The more you learn, the more places you’ll go.” As an avid reader myself I full heartedly believe in those words. I both love and find it essential to read voraciously and want my students to do the same. Whether you’re reading magazines, newspapers, blogs, short stories, biographies, novels, or the side of cereal boxes - reading should be a part of your everyday life (maybe read a bit more than just the cereal box). We will spend the first semester reading a novel together as a class, but as we move into the second semester we will begin to form book clubs so you can find a book that is most interesting to you.

History

This year in humanities we will be learning and talking about ancient civilizations and asking ourselves, “What does a historian do?” We will start out the year cruising around the Mediterranean with the ancient Greeks and explore the way they recorded their history, their stories. We will focus on art styles of ancient Greece and where we see those influences today. Second semester will be focused around ancient Rome and their impact on the world.

III. Class Structures

Classroom Expectations

In 6th grade humanities, students will be expected to follow the essential agreements outlined in the HTMCV student handbook. In addition, as a class we will establish classroom agreements specific to our own learning environment. In short, students should be prepared to be respectful of each other and materials, work hard, persevere, and have fun!

Grading Policies

As a teacher, my ultimate goal is the success of all my students. Expectations for projects and assignments will be clearly outlined, and a scoring rubric will be given for each major project prior to the due date. Students are urged to frequently consult project requirements and scoring rubrics in order to fully understand and meet expectations. There are two major components in addition to the participation of the class that will make up the student’s overall grade:

Course grades will be based on several general types of work:

- **Projects (40%)**
- **Classwork (30%)**
- **Homework (15%)**
- **Quizzes (15%)**

Absences

Students are responsible for finding out what they missed during their absence. If a student is absent on a date an assignment is due, the assignment is due the first day the student returns. Project work is dependent on the participation of all group members. Your group depends on you, and you are responsible for being there.

If absent:

- Contact the front office at (619) 591-2530 to notify Ms. Jessica of your absence.
- See Ms. Lauren’s Digital Portfolio under “Daily Agenda” to see if any work was missed.
- Check with classmates or group-mates.
- LASTLY, check with Ms. Lauren in class.

Tardy Policy

It is vital that students come to class on time. Entering class late interrupts the learning of others and prevents the tardy student from maximizing his or her learning time. If a student is tardy, he/she will need to obtain a tardy slip from Ms. Jessica at the front desk. He/she will be expected to stay after class to make up the missed time. This may take place during lunch or at the end of the day.

Late Work

Students will be expected to turn in all work ON TIME! If a student does not meet the indicated deadline, they will still be expected to turn in the assignment since students are responsible for all material covered throughout the semester. The **most** credit they will be able to receive for late work is **half credit**. Mathematically, this is much better than no credit, but still has potential to drop a student's grade significantly.

Binder Organization

Students will be expected to maintain an organized binder. Please set up your binder with the following dividers:

Tab 1: Reading

Tab 2: Writing

Tab 3: History

Tab 4: Project Work

*Students will keep a binder and large spiral notebook in class. The binder will be used to hold all materials related to the *Odyssey* and the notebook will contain all class notes (this may travel back and forth between home and school).

Student Support Plan

We all learn things at different speeds and in many different ways. Sometimes, you may need extra help; at other times, you might be ready for more advanced challenges. In order to address the diverse needs of the learners in our class, there will be various ways that you can get extra support. These may include extra help sessions, after school tutoring, peer tutoring, or a family conference to develop an action plan specific to your needs. In the case that you feel that you need extra help, come meet with me as soon as possible, I want to help you (it's why I'm here). We can discuss your needs and develop a support strategy. If you're interested in more challenges, I will offer various opportunities throughout the year. These will be labeled as "enrichment opportunities."

IV. First Semester Schedule

The following is a tentative* outline of some first semester projects and activities.

Literature in Art (9/5/17 - 9/15/17)

This project will ask students to find the beauty in words and will be our first deep dive into literary analysis. We will start our Greek unit by looking at the prologue to Homer's *Odyssey*, an epic poem that tells the story of Odysseus' journey home from war. Each student will receive a line from the prologue and create an image that represents that line. Students will use (and learn about) the pointillism art style.

Meet me at the Marketplace (1st Semester)

This integrated humanities/math project will involve students exploring Greek history and culture through the lens of "What went down at the *agora* (marketplace); it was a place of commerce, learning, and ideas. For the Greeks this was a place to share crafts, stories, education, politics, and more. Students will create and sell Greek themed goods and learn about the math that goes into starting and running a business. We will create our own *agora* and sell our goods at the end of the semester.

Tales from the Odyssey Part 1 and 2 by Mary Pope Osborne (1st semester)

We will use these two books along with the excerpts of the original text [*The Odyssey*, Homer] to explore literary archetypes originated in this nearly 3,000 year old text that are still used in modern stories. We will practice close reading, annotation of literary text, and literary critique.

Independent Reading Assignment (semester long)

Students are expected to do their own independent reading and

**Due to the nature of project based learning, all projects are subject to change.*

SLCs (October 24th - 27th)

Student Led Conferences are held once a year at the middle school. At this halfway point, students are expected to illustrate how they are doing in their three classes and set any necessary goals to achieve by the end of the semester. Family participation is required.

POLs (December 11th - 14th)

Presentations of Learning are standard in the High Tech schools and held at the end of each semester. Instead of a written final students will give an oral presentation of their learning from the semester. Family participation is required.

Please return this page to Ms. Lauren by Tuesday, September 5th .

Students should keep the rest of this syllabus in the front of their binder.

Signatures

Humanities Syllabus

Student Name (please print): _____

Parent Name (please print): _____

PARENT EMAIL: _____

PARENT PHONE: _____

I will use this email addresses to communicate with you throughout the school year.

Thank you for taking the time to read and consider this syllabus. Please verify you have read the above syllabus and understand its contents.

Student signature: _____

Parent signature: _____

Technology Survey

Please circle the answer that best describes your child's technology access at home. If you need to explain something, please use the line underneath.



My student has access to a computer at home. yes / no



My student has regular access to the Internet. yes / no

Thank you, I am thrilled to start this new year!