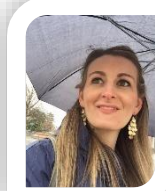




Humanities 9

*"To know the past is to know the present.
To know the present it to know yourself."*

- Ibram X. Kendi
Stamped: Racism, Antiracism, and You



INSTRUCTORS

MS. Armstrong

(LA 9)

Ms. Haakenson

(US History II)

Mr. Berrett

(Student Teacher W.H.)

Message direct through Canvas.

When you message, please allow 24 hours for a response.

INTRODUCTION

In the last few months your reality has been fundamentally changed. This school year will present many new challenges, but also new opportunities for *persistent problem solving, taking healthy risks, and learning from our mistakes.* It is more important than ever to be truly **present** in our learning community. We want this class to prepare you to be critical, collaborative, conscious, and civic members of society. In order to achieve this, we are combining the Language Arts and US History curriculums. In this Humanities course we will work together to develop your academic reading, writing, and speaking skills. Despite the fact that we are beginning this year online and unsure of what changes we may encounter, you will leave this year with a better understanding of the complex issues in society today.

SKILLS AND ESSENTIAL QUESTIONS

Students will...

1. Be accountable and proactive with their learning.
2. Be professional in-person and online, when corresponding and participating.
3. Be able to critically question the status quo by analyzing current events, social issues, and historical texts.
4. Be able to form a sound argument by using reliable and relevant evidence.

Essential Questions:

- Power: Who has it? Why do they have it? How have people sought to dismantle those power structures?
- How do power, privilege and oppression correlate?
- How does historical and cultural heritage influence our personal identity, and impact our understanding of current events?
- How do we listen and how are we heard?

EXAMPLES OF CLASS TEXTS AND RESOURCES

We will be using a mix of culturally responsive literary pieces, secondary historical sources, as well as primary documents including:

- *Stamped: Racism, Anti-Racism, and You* by Jason Reynolds & Ibram X. Kendi
- *Outliers: The Story of Success* by Malcolm Gladwell
- *The Merchant of Venice* by William Shakespeare
- *To Kill a Mockingbird* by Harper Lee
- '1619' podcast hosted by Nikole Hannah-Jones

HYBRID AND DISTANCE LEARNING

ASYNCHRONOUS LEARNING: Learning that happens on your own, working on teacher-provided materials such as reading, media works, writing assignments, and discussion groups or boards.

SYNCHRONOUS LEARNING: Learning that happens in real time (interacting in a specific place (virtual or in-person) at a specific time. (Ex. Classroom/Zoom Meeting)

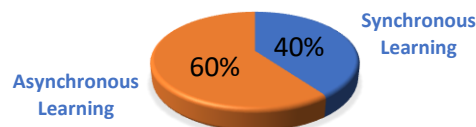
Definitions sourced from: <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>

<p>Students will <i>communicate</i> and <i>participate</i> during distance learning by:</p>	<p>Teachers will help guide/facilitate students through thoughtful course material, & provide an effective learning experience by:</p>
<ul style="list-style-type: none"> ➤ Have dedicated time & routine* Monday through Friday to read announcements, emails, assignments, and assignment comments. ➤ Complete Canvas assignments, activities, and attend any virtual class meetings that teachers may offer. ➤ When attending synchronous classes; students are expected to be punctual and present, for the entire period, have computer charged and a reliable internet connection. ➤ Students are to submit assignments on time. Unless group work is specified for an assignment, independent work is expected. (See note on plagiarism*). 	<ul style="list-style-type: none"> ➤ Responding to emails within 24 hours. If multiple emails are received regarding the same question or concern, they may be responded to with an Announcement to the entire class. ➤ Updating grades weekly in PowerSchool. ➤ Discussing concerns or questions with students/parents through the Canvas message tool, email, and weekly teacher access. ➤ Providing meaningful feedback on student work through various modalities. (i.e. responding to discussion posts, using canvas rubrics, meetings with students/groups, and audio feedback.)

* It is *highly recommended* that students maintain a healthy, regular sleep schedule, for both in-person and distance learning.

* **PLAGIARISM** is defined as copying or stealing someone's ideas and presenting them as you own. We view plagiarism as an act of academic dishonesty and more seriously, property theft. Any work that falls into this category won't be eligible for a grade or make-up, and could result in punitive measures. Therefore, please get in touch with us if you are struggling with an assignment.

GRADING SCALES



- Must interact with online class/classwork daily.
- Students are expected to complete asynchronous work by the due date (work assigned on asynchronous days impacts synchronous learning).
- Asynchronous late work be accepted, but will result in a 10% deduction.
- Any assignments submitted should be consistent with the school-wide requirement for file naming and submission.

- Must attend all class meetings on your given days, at the expected times (i.e. A Group/B Group).
- Be on time to class meetings (in the zoom waiting room 2 minutes prior to class start time).
- Come prepared with finished asynchronous work, humanities notebook, writing utensils, and current class text.
- Active participation and professionalism is expected (ex. ask questions, share solutions/ideas, comment on other students' contributions, use digital space productively and be on-task).