

**Spaulding High School**  
**HIS122 – Freshman Humanities – 2021-2022 Course Syllabus**

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**Course Description:**

Freshman Humanities is a semester-long survey course in which students will explore major themes and essential questions about human civilizations over a broad period of time across the globe. As students explore achievements and conflicts in world history, they will analyze literature with a thematic connection to each period in the English classroom. Students will be assessed in skills and content area standards, and successful students will earn credit in both areas.

**Units of Study:**

- Unit #1: World Religions  
Religions were and continue to be an essential part of many societies. Historically, the spread of religion often coincided with the movement of goods and ideas. Why were some religions more successful at crossing borders than others? How is this apparent in our modern world?
- Unit #2: Early African and American Empires  
Early African and American empires achieved great wealth and success. How did these early empires achieve their wealth, how did they interact with surrounding regions, and what led to their downfall?
- Unit #3: Global Change, 1450-1600  
European countries for a variety of reasons explored and colonized other continents. The “Columbian Exchange” had positive and negative effects and profoundly changed the world.
- Unit #4: The Law in History, 1600-1750 and the Age of Revolutions, 1750-1848  
Enlightenment thinkers inspired individuals to use their powers of reason to achieve a just society and better government. Political and social revolutions in Europe set off a wave of uprisings by enslaved or oppressed peoples in France and Haiti between 1789-1804. Students will investigate similarities and differences between these two events.
- Unit #5: New Global Patterns, 1815-1900  
With electricity, new production methods, and inventions, industrial manufacturing became the dominant means of production in the west with far-reaching consequences.
- Unit #6: Conflict, Globalization, and Decolonization 1900-Present  
Nationalism, militarism, and economic tensions led to the outbreak of war in 1914 and again in 1939. World War II was the largest conflict that the world had ever seen. The post-World War II conflict between the US and the USSR had far-reaching effects for the entire world. Students will investigate similarities and differences between post-war globalization and the “Columbian Exchange”.

**Texts:**

- TCI History Alive: World Connections, 2020.
- Ellis, Elisabeth Gaynor, et al. *Prentice Hall World History*. Upper Saddle River, NJ: Prentice Hall, 2007.
- *The New York Times Upfront* News Magazine

**Assessed Course Standards:**

**Research - Writing:** D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**Compare and Contrast:** D2.His.4.9-12 Analyze complex and interacting factors between different historical eras.

**Causation:** D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past.

**Content:** D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**Perspectives:** D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during or between different historical eras.

**Spatial Views of the World:** D2.Geo.2.9-12 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

**Requirements for Credit:**

A majority of the reporting standards are completed at a Proficient or Exemplary level.

**Practice and Assessment:**

Knowledge of course content will be reinforced and be assessed in both formal and informal quizzes, projects, and writing assignments. Shorter, informal quizzes, writing assignments, activities, and writing assignments will not be assessed as individual assessments, but rather will be required to complete a final assessment. Assessment rubrics will identify which practice assignments are required for each respective assessment. Students will be clearly informed in class and/or through Google Classroom when an assignment will be formally assessed.

**Reassessment:**

Students who have not achieved proficiency are encouraged to review the material and skills and to reassess. Students may be asked to provide evidence that they have prepared for the reassessment. Arrangements must be made in advance, before or after school, during class breaks, or during advisory. Reassessments are usually done during advisory, or before or after school when mutually convenient. Some reassessments may be done as take-home assignments.

**Extra Help:**

This is a time to catch up on any missing work or reach out for help. Meetings can be arranged as needed by both the student and the teacher. You can also reach out to me with an email at any time, and I will do my best to respond in a timely manner depending on when your message is sent. I am always happy to set up a time to meet with you as long as it is convenient for us both!

**Email:**

I will respond to emails within 24 hours, during school hours, and during the workweek. All communication after the school day, including those sent over school vacations, will be replied to by the following school day.

**Safety Protocols (these may change over the course of the year):**

- Specifically for in-classroom:
  - Wear your mask over your nose and mouth at all times
  - Wipe down your desk/chair/materials before leaving
  - Limited food/drink other than water in the classroom
  - Don't leave any possessions in classrooms

**Chromebooks:** Chromebooks should be brought to class and sufficiently charged on a daily basis.

**Classroom Expectations** - Students are expected to be:

**1. Prepared!**

- Please come to class with your Chromebook, a binder or notebook, and folder, and a pen or pencil.

**2. Punctual!**

- Frequent tardiness is a disruption to your learning as well as to your fellow students. If the bell rings and you are not in the room, you are late.

**3. Productive!**

- You should be focused and engaged, whether we are working as a group or you are working independently.
- If you are finished with a task or are unsure of what to do, ask for clarification or directions. If you need something, just ask!

**4. Participatory!**

- Your experience in this class will be enhanced by frequent and enthusiastic participation. Everyone is expected to participate on a regular basis.

**5. Positive and respectful!**

- Maintain positive body language. This might look like: sitting upright and making eye contact.
- Be respectful and cooperative with fellow students and teachers. Please understand that your actions may have a positive or a negative effect on your own learning or the learning of others. If you cannot behave in a respectful manner you will not be welcome in our classroom.
- Avoid leaving the classroom frequently. If you need to use the bathroom or get a drink, please take the pass. Only one student is permitted to be out of the room at a time.
- We will all make mistakes over the course of the semester, including me! Making mistakes is an inevitable part of the learning process. Please be kind to others when they experience failure and learn from their mistakes.

**Electronic Devices:**

Personal electronic devices (Cell phones, tablets, etc.) must be silent and kept out of sight. Any student violating this policy will be reminded to keep devices away during class time. Students who repeatedly violate this policy will be referred to the administration for further action, and individuals who refuse to put a device away will be immediately directed to the office.

### Academic Integrity Policy:

Academic Integrity represents students' commitment to honesty and respect for themselves, their teachers, and their peers. It also demonstrates a student's responsibility for their own learning. Academic dishonesty is unacceptable.

- a. Academic dishonesty includes, but is not limited to:
  - i. Copying work from another student (past or present)
  - ii. Sharing one's work with another student
  - iii. Copying work from the internet without proper citation and/or paraphrasing.
  - iv. Re-submitting previously submitted work
- b. Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
- c. Infraction consequences may include:
  - i. Redoing the assignment
  - ii. Loss of ability to earn Exemplary on those indicators/assignments
  - iii. Loss of embedded honors (Academic Dishonesty is not honorable)
  - iv. Loss of eligibility in NHS or Scholarships
  - v. Failure in the course

### Grading

COURSE PERFORMANCE RATING	GPA Value	GRADING CRITERIA
Exemplary	4.0	<ul style="list-style-type: none"><li>● <b>All</b> standards are Exemplary or Proficient, <b>AND</b></li><li>● <b>Majority</b> of standards are Exemplary</li></ul>
Partially Exemplary	3.5	<ul style="list-style-type: none"><li>● <b>All</b> standards are Exemplary or Proficient, with at least one standard being Exemplary</li></ul>
Proficient	3.0	<ul style="list-style-type: none"><li>● <b>All</b> standards are Proficient</li></ul>
Partially Proficient	2.5	<ul style="list-style-type: none"><li>● <b>All required</b> standards are Exemplary or Proficient, <b>AND</b></li><li>● <b>Majority</b> of standards are Proficient, <b>AND</b></li><li>● <b>No</b> standards are Beginning or Insufficient Evidence</li></ul>
Developing	2.0	<ul style="list-style-type: none"><li>● <b>Majority</b> of standards are Developing.</li></ul>
Beginning	1.0	<ul style="list-style-type: none"><li>● <b>Majority</b> of standards are Beginning.</li></ul>
Insufficient Evidence	0.0	<ul style="list-style-type: none"><li>● <b>Majority</b> of the standards are Insufficient Evidence.</li></ul>

\*Honors and AP courses would add an additional 0.33 to the GPA score.