



Teacher: Matt Sebold

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Website: Google Classroom

Course Name: Humanities 7

Primary Texts

(All required readings will be posted digitally, but physical books are available upon request.)

- *Discovering Our Past: A History of the World, Early Ages*
- *Human Heritage: A World History*
- *Writer's Choice*

Course Description

Humanities 7 introduces students to the complex interconnections between the arts, social structures, and history. Interdisciplinary in scope, this course provides students with opportunities for cultural analysis in a broad historical context. Students will be able to describe and explain the ways in which human behaviors, beliefs, and values have developed and changed over time socially, economically, artistically and religiously. Additionally, this is a course focused on the elements of writing: grammatical, structural, and stylistic. Students will write in a number of capacities (Do Nows, Reflections, Essays, Stories, etc) about the historical and cultural concepts they explore. In this course students will develop skills as effective listeners, writers, speakers, presenters, and critical thinkers.

Grading

Term grades will be weighted and based on these criteria as determined by course-specific and school-wide rubrics:

25%: Assessments (Tests+Quizzes)	Common Assessments and Required Products: 2-3 Oral Presentations, Mini-Research Paper, DBQ, Term Tests, Group Projects, Final Exam
35%: Writing Assignments/ Projects/ Presentations	
20%: Participation/ Classwork	
20%: Homework	
● Each term counts for 25% of the total grade.	

Classroom Expectations

Students are expected to behave in accordance with the Code of Conduct and Standards of Behavior in the Boston Public Schools as outlined in the Boston Latin School Handbook.

-Be nice, be respectful, and be honest.

-Bring your Chromebook every day.

Participation will be an important part of the class, graded on a 1-5 scale:

- 1+2 indicate behavioral issues
- 3 indicates attendance without behavioral issues but no engagement
- 4 indicates some engagement
- 5 indicates active engagement that does not interfere with the participation of others.

These expectations will be gradually introduced throughout the first term as everyone gets acclimated to the new environment.

Expectation of Academic Honesty

Students are expected to adhere to the rules regarding cheating and all forms of plagiarism as outlined in the Boston Latin School Handbook. The reporting of cheating and plagiarism is not discretionary. Teachers must report all instances of plagiarism to Program Directors for further action.

Office Hours

By request after school or during studies

I look forward to meeting all my students this year and everyone should take advantage of my office hours.

Units of Study

- **Historical Units of Study:** Mesopotamia, Egypt, Greece
- **Writing Units of Study:** Persuasive, Descriptive, Narrative, and Expository
- **Grammar Units of Study:** Parts of Speech, Punctuation, Capitalization, Misused Words, and Subject/Predicate Connections

Essential Questions

- 1) What is culture, and how does culture develop within a society?
- 2) How do people depict the world around them and reconcile their differences in beliefs and views?
- 3) Throughout history, how have civilizations had an impact on both the built environment and natural environment, and how do humans continue to play a role in the earth's future?

Content-Specific Objectives

Students will be able to show understanding of the following:

POWER STANDARDS: Writing

- Students will learn to write sentences with a variety of beginnings, lengths, structures; clarity of thought; and precision of language and to construct effective paragraphs.
- Demonstrate introductory competence in exposition by writing proper, focused, cohesive essays that have a strong beginning, middle, and end (descriptive, narrative, persuasive, expository).
- Students will learn what constitutes plagiarism
- Students will demonstrate mastery of grammar and usage
 - ❖ distinguishing between the active and passive voice
 - ❖ writing smooth transitions between paragraphs
 - ❖ achieving unity and coherence within paragraphs
 - ❖ applying correct formatting: underlining, italics, quotation marks
 - ❖ using correct MLA citation

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Core Competencies

BLS identified eight essential competencies that span all content areas and grade levels. Students will engage with subject matter and reach proficiency in their coursework by practicing the following skills and by living out the listed values.

- **Reading:** Students will utilize higher order thinking skills as they read authentic material from a variety of perspectives, cultures, and disciplines.
- **Writing:** Students will write competently and creatively, having mastered language conventions including rhetorical, stylistic, and grammatical structures.
- **Speaking and Presenting:** Students will communicate clearly and effectively in prepared and extemporaneous speech.
- **Researching:** Students will generate questions and use informed research and technological methodologies to evaluate information and synthesize new and innovative ideas.
- **Problem Solving:** Students will develop and exercise sound diagnostic and creative skills in addressing complex challenges.
- **Social Responsibility:** Students will be open-minded, respectful, responsible and engaged members of the school community.
- **Civic Engagement:** Students will utilize leadership skills through active community involvement and advocacy.
- **Global Awareness:** Students will demonstrate their global understanding and growth as engaged global citizens.

We also aim to foster the following social emotional (CASEL) competencies through students' holistic BLS experiences:

- **Self-Awareness:** Students will identify triggers for emotions, label and recognize one's emotions, analyze how their emotions affect others.
- **Self-Management:** Students will seek help when needed, set goals, monitor progress toward goals, self-advocate, and use feedback positively.
- **Social Awareness:** Students will read social cues, understand others' points of view, feelings, and reactions, appreciate diversity and equity.
- **Relationship Management:** Students will make friends, engage in cooperative learning, communicate effectively, provide help to others.
- **Responsible Decision-Making:** Students will reflect on how choices affect their futures, implement problem skills, use strategies to resist peer pressure.