

**HUMANITIES
FORM IIA
2024-2025 Syllabus**



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PURPOSE OF HUMANITIES II:

Humanities for Form II aims at providing a foundation in American History, paying special attention to the first settlements, the birth of a new nation, founding documents, exploration, and the remarkable challenges the new country faced. In Form II, students are developing relationships with the story of our nation, the people who shaped it, and the promises set forth in its founding. We ask the questions: how is America living up to the promises made, and how is it falling short?

OBJECTIVES:

- Read about selected events in American history from 1600-1850.
- Learn how to evaluate historical events through questions about basic human rights and their origins.
- Have a working knowledge of the basic periods of American history.
- Read well written literature both about the time period we are covering as well as materials written during these times.
- Become familiar with the basic structure and form of American government.
- Finish each semester with a final project that summarizes, illustrates, and reflects on various events, people, and themes from our reading.

MATERIALS:

Students need to bring the following with them to class each day: the book we are currently reading, a pencil or some other writing utensil, loose leaf paper or a notebook, a dedicated class binder/folder with rings for any handouts, and a positive attitude!

We will be reading the following texts together this year:

Carbone, Elisa. *Blood on the River*. New York: Puffin Books, 2006.

Forbes, Esther. *Johnny Tremain*. Houghton Mifflin Harcourt, 1943.

Hakim, Joy. *A History of US: Making Thirteen Colonies, 1600-1740*. Rev. 3rd ed., Vol. 2. New York: Oxford University Press, 2005.

Hakim, Joy. *A History of US: From Colonies to Country, 1735-1791*. Rev. 3rd ed., Vol. 3. New York: Oxford University Press, 2005.

Hakim, Joy. *A History of US: The New Nation, 1789-1850*. Rev. 3rd ed., Vol. 4. New York: Oxford University Press, 2005.

Latham, Jean Lee and Mary Walsh. *Carry on Mr. Bowditch*. Clarion Books, 2003.

CLASSROOM BEHAVIOR:

In conjunction with parents/guardians, Saint Benedict Hall has the goal of developing not only habits of good scholarship and critical inquiry, but the virtues of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students and will not be specially rewarded at school. Rather, it should be its own reward in the esteem earned from teachers and fellow students.

The classroom is a communal meeting place founded on mutual respect where the joy of learning is cultivated and the love of Christ is reflected. Student behavior should align with this philosophy. When behavior fails to do so, the instructor will first invest in a conversation with the student using love and logic and the tenets set forth in the class creed, proceeding from there using the disciplinary guidelines set forth in the SBH Program Handbook.

SCHEDULE:

- Monday- We will begin each week by reading the assigned chapter in our textbook aloud. Students will be introduced to the main lesson for the week.
- Tuesday- We will continue discussing the textbook chapter while also integrating any assigned literature readings, worksheets, or vocabulary word studies.
- Wednesday- We will continue to work through the literature selection and/or textbook lesson. Homework is assigned for the rest of the week. Assignments are due the following Monday.

EXAM WEEK:

At the end of each semester, students will take exams for two days in class on content and skills covered during the trimester. Exams are evaluated either as or pass/fail with comments made in the margins and will be used at the end of the semester to help evaluate and assess the development and growth of students.

Dear Parents,

Please take time to review this syllabus with your student. After reading it over, sign below to indicate that you and your student understand and agree to the expectations outlined and agree to provide the necessary materials and support to ensure your student's success.

If you have any questions about the class, please do not hesitate to contact me via Slack or the email provided.

The main portion of the syllabus should be placed in the scholar's binder or notebook for future reference. Please tear this page off and have your student return it to school by the end of the first week of school. Mahalo!

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Comments or questions: