Humanities is the study of different cultural aspects which include speech, knowledge, beliefs, arts, technologies, ideals, and rules. To be "cultured" means to be refined and well versed in the arts, philosophy, and the languages. *Humanities 7*, introduces students to the complex interconnections between the arts, social structures, and history. Interdisciplinary and global in scope, this course provides students with opportunities for detailed cultural analysis in a broad historical and philosophical 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. This course introduces students to a wide range of disciplines, including literature; culture, and the arts; philosophy; history; music, art and architectural history; and religious influences throughout the course of time. In this course students will develop skills as close, analytical readers; keen, active listeners, effective writers and speakers; skilled presenters and critical thinkers.

**Essential Questions**
- What is culture, and how does culture develop within a society?
- How do humans adjust to the climate and terrain where they live?
- How do we understand the rise and fall of Greek and Roman civilization through art, architecture, politics, law and math? Additionally, why are these civilizations and their contributions still considered advanced by modern man? How do they still influence modern society?
- How do people depict the world around them and reconcile their differences in beliefs and views?
- What are the advantages of exploration?
- 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?

**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 as plagiarism
- Students will demonstrate mastery of grammar and usage
  - distinguishing between the active and passive voice
  - avoiding plagiarism
  - writing smooth transitions between paragraphs
  - achieving unity and coherence within paragraphs
  - applying correct formatting: underlining, italics, quotation marks
  - using correct MLA citation

**21st Century Learning Expectations**
Students will know and be able to demonstrate mastery of content and skills by way of the following:
- 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 apply problem-solving skills across disciplines and settings.
- Social Responsibility- Students will be open minded, respectful, responsible, and engaged members of the school community.

**Reading Syllabus**
- Weekly readings that students will either be handed or expected to read/print online

**Intellectual Honesty**
- Honesty in all its forms is a core value at Boston Latin School. Intellectual honesty means that students claim credit only for work that they themselves have produced. Since all scholarship builds on the work of others, students must take careful steps in their writing to acknowledge and cite the source of any borrowed material or idea. To do otherwise is an act of plagiarism.
- I hereby pledge that all work submitted for this course will be my own, that I will respect the intellectual property of others, and that I will not plagiarize.
INSTRUCTIONAL STRATEGIES
Classroom pedagogy will support learning by:

- Personalizing instruction
- Engaging students in cross disciplinary learning
- Engaging students as active and self-directed learners
- Emphasizing inquiry, problem-solving, and higher order thinking
- Applying knowledge and skills to authentic tasks
- Engaging students in self-assessment and reflection
- Integrating technology

COMMON ASSESSMENTS
Students mastery of content and skills will be assessed though a combination of products ranging from formative and summative assessments such as entrance and exit tickets, homework, tests, quizzes, class participation, short and open response questions, compositions, reports, and extension projects designed to improve critical thinking skills. Likewise, class work and class participation will be factored into term grades. Grades will be assessed on a percentage scale of up to 100 points, with quizzes, tests and projects being weighted differently. Class participation begins with active and effective listening is encouraged, and students are encouraged to listen to their classmates as part of the learning process. Attempting to answer every question does not allow others to participate effectively and could result in conduct marks.

GRADING: Grades each term will be weighted and based on these criteria as determined by course-specific and school-wide rubrics:
1) 15%: Quizzes
2) 25%: Tests
3) 35%: Writing Assignments/ Projects/ Presentations
4) 15% Participation/Classwork
5) 10%: Homework

*Each term counts for 25% of the total grade.*

Homework Policy: Homework emphasizes the objectives and goals that are presented in class each day. Both written assignments and related reading assignments will be posted on the homework board and updated daily. Students who have been absent must see the teacher within three (3) days to make up missed work. Late homework will not be accepted. Students are encouraged to email the teacher if absent

CLASSROOM PREPARATION/CONDUCT:
Being prepared for class is paramount for success here at Boston Latin as well as proper conduct. Being prepared for class means bringing to class, your text book, readings due, completed homework/assignments, covered textbook when requested, three-ring binder (1 or 1 ½ inch) with **PLENITY** of lined paper and 5 dividers, agenda book, a folder and blue or black pens. Pencil is NOT allowed in BLS English classrooms unless otherwise specified. Students will also need a **marble composition book**, which will be kept in the classroom and used for daily “Do Now” and other writing exercises. All items must be placed on top of students’ tables in order to demonstrate preparation for class. Failure to be completely prepared will result in loss of participation points. Code of Discipline as outlined in BLS Student Handbook applies, and as representatives of BLS, behavior also applies to and from school. Proper conduct is paramount and a key to success at BLS.

SUPPLIES
1) Composition book  2) Blue/Black pens (minimum 3 at ALL times!)  3) PLENTY of lined, 3-hole-punched filler paper

OFFICE HOURS
Parental concerns addressed through cluster meetings. Students should make after school appointments.

*Students and Parents, Please read the above information for Humanities 7 together, and indicate by your signatures below that you understand the purpose, format, and expectations of this course. Please return this copy to me; I will give you a copy which will stay in of your binder. Please feel free to see or e-mail me with any questions or problems you might have.*

*Student:*
I have read and I understand the course description and classroom expectations for Humanities 7. I also understand that I will be held accountable for the return of my textbook in June.

Student signature ____________________________________________ Date ______________________________
Student e-mail ______________________________________________

*Parent:*
I have reviewed the course description and classroom expectations for (course) with my son or daughter.

Parent signature ____________________________________________ Date ______________________________
Parent e-mail ______________________________________________
Parent phone/s ______________________________________________