

9th Grade Global Syllabus



Teachers' Contact Information

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Course Overview

This course will focus on analyzing history from different perspectives. The goal of this class is to use the philosophy and principles of Facing History and Ourselves as a lens for understanding the world. The course work will be grounded in the question: How is power used in society by individuals and groups of people? First semester, we will use early forms of civilization to help raise questions of human behavior. Then, in the second semester, we will engage in a case study of the Holocaust to help deepen our understanding of human behavior. Throughout we will engage in rigorous reading, writing, thinking, and discussion skills.

Required Class Materials (*You are expected to purchase and bring these materials to class no later than Thursday, September 14th.*)

- One 1-subject notebook
- One 2-pocket folder
- Black or blue pens (no pencil or colored pens)

Classroom Rules

Students are expected to be positive members of the learning community. This means coming prepared to be fully engaged on a daily basis, staying focused, asking questions, and following the community values. In addition, this implies that students will be in full uniform before entering the classroom no hats, hoodies, jeans, sweatpants etc. The classroom rules are:

PARTICIPATE



1. Arrive early or on time
2. Be prepared with required materials
3. Stay awake and engaged
4. Wait your turn to speak
5. Be supportive

If you break a classroom rule, here are the follow-up actions.

1. Redirect

What this sounds like: *"Mike, I love your enthusiasm but remember to raise your hand to participate instead of calling out, so we give everyone a chance to think of an answer."*

2. Warning (Verbal or STOP Card)

What this sounds like: *"Imani, when you call out, it disrupts other people from coming to their own answer or conclusions. This is your warning about calling out."*

3. Action Requested from Student (by Elizabeth, Alicia, or Paul)

What this sounds like: *"Jerry, your classmate was called on but couldn't answer because you called out the answer. Can you please apologize either now or sometime before class dismisses? Thanks!"*

4. One-on-One (with Elizabeth, Alicia, or Manuel)

What this sounds like: *"Stephanie, come talk with me in the hallway." Then we have a conversation about calling out in the hallway.*

5. Call home and/or sent to Courtney/Admin office

What this sounds like: *"Chris, today is just not your day. I need you to take your stuff and this pass and head to the admin office. I'll pop in after class to talk with you."*



We aim to create a safe learning environment, where everyone works to the best of their ability to not harm, hurt, or offend others. We know it is not feasible to create a space where harmful, hurtful, offensive words and language are not used because we are all human and make mistakes. However, we work to remedy and communicate language that is used in ways that may be hurtful. If you think words have been used to harm, hurt, or offend someone, **please do not let it go**. Do something:

- a. talk to Elizabeth, Alicia, or Paul, so they can address it
- b. *respectfully* address it in the moment → do not combat harmful, hurtful, or offensive language with MORE harmful, hurtful, and offensive language.

Attendance in class is mandatory. If you miss class, it is your responsibility to complete the work you missed and catch up. The work will be available to collect in the classroom as well as to download directly from Google Classroom. If you need extra support, there will be student tutors and office hours for you to check-in with the teacher (before school, during lunch, or after school).

If you are **late to class** and are with an adult, ensure the adult writes you a pass. If you are just late for no good reason, please come in, sign the late log and get to work. Don't waste more learning time trying to find a pass. Multiple latenesses will result in a call home.

Cellphone Policy

Cell phones are allowed in the school building but must be locked in your lockers. If you have your cell phone out during class, **it will be taken EVERY TIME**. There will NEVER be a warning or a comment like, "Put your cell phone away." **The teacher will ask for your cell phone and what will happen with your cell phone depends on how you respond.**

The teacher will either keep it until:

- a. the end of the class period then give it back to you before you leave
- b. the end of the day then give it back to you when you come get it after 8th period
- c. turn the cell phone into the admin office/dean office

Headphones Policy

Headphones should not be visible on your body. Headphones are *not allowed* in your ears, draped around your ears, and all the other possible ways to wear headphones. Sometimes you'll be allowed to listen to music when you work, but you will be given permission to do so. **The teacher will ask for your headphones and what will happen with your headphones depends on how you respond.** Review possible actions under cellphone policy.

Bathroom/Water Fountain Policy

No students can use the bathroom/get a drink of water during the first 10 minutes of class or last 10 minutes of class. Only one person is allowed to be out of the classroom at a time. You must ask the teacher for permission without interrupting the class, sign out, and take the pass. Refer to the classroom door for procedure if you forget.

FHS Grading Policy

In order to better support students and create better consistency, we have adopted a common grading policy. The school-wide breakdown and minimum number of graded assignments to be entered into PupilPath by the end of each semester are the following:

- **Learning Activities:** Classwork, Participation, Homework (C Layers)
3-5 activities each week = roughly 60 to 80 per semester
- **Formative Assessments:** Quizzes, Short Writing (B Layers)
2-4 rubric guided assignments per unit = roughly 8 per semester
- ***Summative Assessments:** Exams, Extended Writing, Projects (A Layers)
1-2 per unit = roughly 6 per semester

*Summative assessment grades always have the opportunity to be revised **IF** a student wants a higher grade. See teacher for more information.

Homework Policy

Students will be assigned homework ***every night***. These assignments will always be checked and are used to prepare you for the next class. If you have questions about an assignment you have options! Check the directions on PupilPath, Google Classroom, ask a classmate, stay for tutoring, and/or email the teacher.

Plagiarism (Copying) and Cheating

- Copying and pasting someone else's words from the Internet to your assignment or paper is plagiarism if you do not cite the author and where you got the information from.
- Copying someone's ideas by putting the ideas in your own words is also plagiarism if you do not cite the author and where you got the information from.
- Copying another student's work is plagiarism.
- Cheating on an assignment, quiz, test, etc. is, well, cheating.

All of these acts are **forbidden**. Students will be required to meet with the teacher and admin team (Dana, Kristina, and/or Calee), and will take a zero for the assignment. Your parent and guardian will be notified as well. Students will have the opportunity to redeem themselves by completing an alternate assignment option to be chosen by the teacher.

Unit 1: Our Communities

Essential Question: Why do people form communities?

Formative Assessments:

- Journal 1 - What is a community?
- Journal 2 - I form my thoughts on a place...
- A Layer Planning Page

Summative Assessment:

- Perspectives on MY Community (Visual Representation or Scavenger Hunt)

Common Core Standards:

Reading (RH.9-10): 4, 6, 9

Writing (WHST.9-10): 2, 4

Speaking and Listening (SL.9-10): 1

Unit 2: Governments in Ancient Civilizations

Essential Question: What is the impact of government on the individual?

Formative Assessments:

- Journal 4 - Communities serve as...
- Discussion Protocol (Ancient Egypt or Ancient Athens)
- Evidence Based Response (Ancient Egypt or Ancient Athens)

Summative Assessments:

- Neolithic Revolution Exam
- Ancient Civilization Government Argument Essay

Common Core Standards:

Reading (RH.9-10): 1, 2, 4, 6, 7, 9

Writing (WHST.9-10): 1a, 1b, 1c, 2, 4, 9

Speaking and Listening (SL.9-10): 1, 2, 4

Unit 3: Structures of Society during the Crusades

Essential Question: How do authority figures unite or divide society?

Formative Assessments:

- Journal 7 - To me, religion means...
- Readers' Theatre (Pope Urban or al-Athir)
- Discussion Protocol (Meaning of Jerusalem)

Summative Assessment:

- Essential Question Response based on Feudal System and Religion

Common Core Standards:

Reading (RH.9-10): 1, 2, 4, 5, 6, 8, 9

Writing (WHST.9-10): 1a, 1b, 1c, 1d, 4, 5, 8, 9

Speaking and Listening (SL.9-10): 1, 4, 6

Unit 4: Remembering History through Conquest of the Americas

Essential Question: What determines how we remember historical events?

Formative Assessments:

- Journal 9 - To remember is to...
- Correcting Columbus Opinion
- Research Summaries for Historical Event/Person

Summative Assessment:

- Perspectives on History - How Should We Remember

Common Core Standards:

Reading (RH.9-10): 1, 2, 3, 4, 6, 9

Writing (WHST.9-10): 1, 2, 4, 7, 8, 9

Speaking and Listening (SL.9-10): 1, 2, 4, 6

Unit 5: Showcasing My Learning

Essential Question: What skills and ideas have I developed this semester?

Formative Assessments:

- Cover Letter Outline
- Cover Letter Draft
- Mock Portfolio Presentation

Summative Assessment:

- Semester 1 Global Portfolio

Common Core Standards:

Reading (RH.9-10): 1, 2

Writing (WHST.9-10): 4, 5

Speaking and Listening (SL.9-10): 4, 6

Unit 6: Consequences of Defining Identity

Essential Question: What are the consequences of defining our identities?

Formative Assessments:

- Journal 10 - Prompt Choice
- Discussion Protocol

Summative Assessments:

- Expression of Self (Personal Museum or Identity Chart)

Common Core Standards:

Reading (RH.9-10): 3, 4, 5

Writing (WHST.9-10): 2, 4, 9

Speaking and Listening (SL.9-10): 1, 2, 4, 5

Unit 7: Effects of War--WWI in Germany

Essential Question: How is a society affected by the aftermath of war?

Formative Assessments:

- Discussion Protocol (Treaty of Versailles)
- Weimar Republic Stations Notes
- Political Campaign Poster

Summative Assessment:

- Journal Essay (#11) - Voting is...

Common Core Standards:

Reading (RH.9-10): 1, 2, 3, 4, 7

Writing (WHST.9-10): 1, 4, 9

Speaking and Listening (SL.9-10): 1, 4, 6

Unit 8: Choices in Fear and Crises--Hitler Era

Essential Question: What choices do individuals and groups make in times of fear and crises?

Formative Assessments:

- Journal 9 - To remember is to...
- Voter's Guide

Summative Assessments:

- Socratic Seminar

Common Core Standards:

Reading (RH.9-10): 1, 2, 3, 4, 5

Writing (WHST.9-10): 1, 2, 4, 6, 9

Speaking and Listening (SL.9-10): 1, 2, 3, 4, 6

Unit 9: Facing Horrors--Holocaust

Essential Question: Why do we remember the horrors of history and human behavior?

Formative Assessments:

- Journal 13 - To remember...
- Holocaust Memorial Significance

Summative Assessment:

- Create a Memorial

Common Core Standards:

Reading (RH.9-10): 1, 2, 4, 6, 8, 9

Writing (WHST.9-10): 1, 2, 4, 7, 9

Speaking and Listening (SL.9-10): 1, 4, 5, 6

Unit 10: Making a Difference

Essential Question: How can I use my voice to make a difference?

Formative Assessments:

- A Layer Planning Pages

Summative Assessment:

- Mini CTP (Choosing to Participate)

Common Core Standards:

Reading (RH.9-10): 1, 2, 4, 7, 8

Writing (WHST.9-10): 1, 2, 5, 7, 8, 9

Speaking and Listening (SL.9-10): 1, 2, 4, 5, 6

Unit 11: Showcasing My Learning

Essential Question: What skills and ideas have I developed this year?

Formative Assessments:

- Cover Letter Outline
- Cover Letter Draft
- Mock Portfolio Presentation

Summative Assessment:

- Semester 2 Global Portfolio

Common Core Standards:

Reading (RH.9-10): 1, 2

Writing (WHST.9-10): 4, 5

Speaking and Listening (SL.9-10): 4, 6