**Grade 9 (2) Humanities Mr. Haflin**

**(**[**ghaflin@hinghamschools.org**](mailto:ghaflin@hinghamschools.org)**)**

**Phone:** [(781) 741-1560](javascript:void(0)) ext. 2086

**COURSE REQUIREMENTS AND PROCEDURES**

Welcome to Humanities! This literature class is designed to challenge *advanced* students by examining different periods in time from an historical and literary perspective. Music and fine arts may also be used to enhance student learning. Students will experience many different cultures through these perspectives while comparing and connecting them to modern American culture.

**TERM UNIT LITERARY WORKS\***

1 Summer Reading and Writing Training *To Kill a Mockingbird*, Harper Lee

1-2 Ancient Greece and Rome *Mythology and You*, Rosenburg and Baker

*The Odyssey*, Homer

3 The Renaissance Sonnets, *Romeo and Juliet*, Shakespeare

3-4 The Enlightenment/Romanticism *Tale of Two Cities*, Charles Dickens

4 Modern Day *Lord of the Flies,* William Golding

\*films /short stories/poems/supplementary reading may be added to enrich student learning

**WRITING:**

Four writing assignments per term: two thesis-driven and two creative, which are equally weighted.

**READING:**

Reading assignments will vary. For difficult works, students may have only 15-20 pages assigned per night. However, for novels or plays, students may be assigned up to 25-30 pages per night.

All students are expected to read the material prior to class and to write notes or questions to share with their peers.

**VOCABULARY:**

Vocabulary words are taken directly from the course texts. Students will learn to decipher difficult words using reading strategies and will enhance their vernacular by studying these words in context. Vocabulary words will be included on quizzes and tests. Additionally, vocabulary lessons will be supplemented with the *Vocabulary from Classical Roots* Textbook (lessons available through the class website).

**GRAMMAR:**

Grammar is focused around the core units of: Parts of Speech, Verb Tenses, Punctuation,Sentence Types, Clauses vs. Phrases, Comma Usage,. However, depending on students’ weak areas, additional lessons will enrich the curriculum.

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| GRADING AND EXPECTATIONS Essays, Tests, and Projects 50%  Quizzes 20%  Homework 20% (Students Choose 10 Homework Assignments)  Essay Preparation/Classwork 10% Each category is comprised of many assignments/assessments per quarter. Grades are earned by first calculating ***a student’s average in that category, then applying that average to the overall grade. Note that some quizzes will be worth more than others, as a large formative quiz is denser than a reading check.*** |

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**HOMEWORK POLICY**

Homework, including daily assignments and term projects, is an integral component of the education program at Hingham High School. In general, you will average four hours of English homework per week. Because homework is an essential element of this course, students, teachers, and parents need to commit to their roles and responsibilities. **Each term, students will complete 10 of 15 assigned homework assignments.** **This is to reinforce time management skills. These homework assignments shall be graded thoroughly.**

**GENERAL POLICIES**

1. Please come to class with all proper materials: pen, binder, book, homework…

2. Always be eager and ready to learn. Effort affects your grade, so always try your best.

3. Be on time. If you are late, bring a pass. Tardiness affects absences as well as class performance. A tardy over ten minutes is a full class absence; every third tardy less than ten minutes will result in a full class absence. This is a school-wide policy.

5. Be courteous and respectful of yourself, your peers, and your teachers. Class discussion is part of learning. Insults and judgmental comments are not welcome.

6. As students can choose which written homework assignments they complete, no late homework will be accepted. This policy refers *only* to students who neglected to do their work on time; this policy will not affect work passed in after an excused absence.

7. **Late papers or projects will be marked down 5% for each day late**, **even if a paper has not been submitted to turnitin.com**. No papers or projects will be accepted after the third late day. Again, this policy excludes students who had an excused absence.

**MAKE UP WORK, EXTRA HELP, AND EXTRA CREDIT**

1. For any excused absence, you are allowed a one-day grace period (per missed day).

2. If you are absent on a test day or the day an essay or project is due, you will take that test or hand in that assignment the day you return.

3. I encourage you to see me if you are absent more than two days. You can also email me (ghaflin@hinghamschools.org) from home.

4. Extra help is offered daily. Because I coach several sports here at HHS, I arrive to school every day by 7 AM. I am also willing to meet after school before 3 PM. **Since I may have a parent, departmental, or faculty meeting, you should see me after class to confirm that I am available when you would like to meet.**

6. Students may rewrite **one essay per term**. A student who wishes to rewrite an essay must have scored lower than an “85”. Said student must meet with Mr. Haflin for a ten-minute meeting to discuss the necessary changes. Those changes should be highlighted, and the student must write a paragraph explaining what they improved and why it needed improvement.

BYOD and Headphones: Students may “Bring your own device” to class along with headphones. Students will be prompted when use of these devices is appropriate.

Homework Grading

In this class, homework assignments are purposeful. Students may finish some close reading questions, uncover the meaning and purpose of certain literary devices in a work, or practice your vocabulary and grammar skills. Whatever the reason for the homework, be assured that the material covered through homework WILL APPEAR again, in the form of a quiz question, test question, essay exam question, or an “on the spot” class discussion question. How well you prepare your homework shows me how much you care about your work and how much pride you take in your own academics. Copying homework also sends me a message, one that will earn you and your “homework buddy” zeroes, a call home, an assistant principal visit, and a mark on your academic file (such marks can keep you out of National Honor Society).

To ensure homework’s importance to my students, I find that I must grade it. However, this does not mean I want you look up the answers without thinking about them. The more THOUGHT-personal commentary-you share about your homework, the higher grade you will earn. Also, I HATE blanks on homework. No one just knows all the answers-people find them-they think about them-they take educated guesses- *so can you*. Leaving an answer blank is just downright LAZY. When you come across a passage that you do not understand, make a note of it. Ask some questions (see below) and bring those questions with the passage marked to class-then we can discuss it so you can understand it!

* **How does this passage relate to a developing theme in the text?**
* **Does this passage introduce a new idea or concept in the novel?**
* **Does this passage connect to another text or real-world issue?**
* **How does this passage serve to develop characterization?**
* **What is particularly demanding or confusing about this passage?**
* **What literary merit is there to be found in this passage? Note the devices used.**
* **What is the tone of this passage?**

Also, remember that we typically respond to literature on three levels. You may respond to the selected passage by addressing these 3 levels:

**\*Literal** (What’s happening on the surface?)

**\*Figurative** (What’s the implied or symbolic significance?)

\***Critical/Personal** (What’s the merit of this text? What is my personal reaction to it?)

Your homework must **include page numbers** (when I ask for textual evidence) and be legible. They may be typed or hand-written. They should be turned in on the original sheet or perforated/whole lined sheets of paper (i.e. without spiral notebook frillies…argh…). Consider the roles of parents, teachers, and students below so that your homework works for you in this class to deepen meaning and improve your grade.

***Role of the Student***

Maintain an assignment notebook to record homework.

Complete homework on time.

Homework quality should be consistent with the standards of the class.

Responsibility and self-direction will increase as the year progresses.

Make up work is done in a timely fashion.

Maintain a neat and organized binder

***Role of the teacher***

Homework should be relevant and purposeful.

Careful and clear directions will be given before assignment is done.

Particular study skills will be targeted for the assignment.

Completion of homework will be consistently monitored and recorded.

Homework and grading policies/consequences will be made clear to students.

***Role of the parent***

Provide a work environment conducive to student learning.

Assist students in planning and budgeting time for homework.

Be supportive in emphasizing the importance and value of homework.

Encourage recreational and school-related reading in the home.

**Homework will be graded according to the rubric below. Keep this for your own reference.**

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|  | **10**  **(Excellent)** | **8**  **(Good)** | **7-6**  **(Needs Work)** | **Half Credit/ <5 (Poor)** |
| **Answers are written out with page numbers & legible** | Entirely Complete and entirely legible | Mostly Complete and mostly legible | Somewhat incomplete and/or somewhat legible | Incomplete and/or illegible |
| **Answers reflect the scope of reading** | Answers reflect/connect to entire scope of assigned reading | Answers reflect/connect to most of the assigned reading | Answers reflect/connect to one or two random spots | Answers blank or do not sufficiently reflect/connect to question. |
| **Response is relevant & reflects understanding of the text** | Response relates to the passage & reflects excellent understanding  of text | Response relates to the passage & reflects solid understanding of the text | Response reflects little attention to the passage or limited understanding; may reflect some attempt to understand the text | Response reflects no attention to the passage or lacks any attempt to understand the text |
| **Response is thoughtful and reflects careful reading. Reader connects text to beyond itself (personal, social, historical connections)** | Response insightfully reflects personal /social/historical critical thinking; relates to the novel as a whole | Response reflects personal /social/historical critical thinking; relates to the novel as a whole | Reflects limited critical thinking but makes some attempt to relate to the novel as a whole | Limited or no critical thinking; does not relate to the novel as a whole |

Remember, the more thorough and thoughtful your homework, the better you will do on quizzes and on the development of essays.

Agenda #1

August 31 -September 12  
Humanities (2) Mr. Haflin

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|  | Block D | Block F |
| **Thursday**  **August 30** | **Orientation. What you need.**  **Introduction to the Class Website** | **Orientation. What you need.**  **Introduction to the Class Website** |
| **Tuesday**  **September 4**  **Day 1**  Super Homeroom 8:00-8:20: Periods are 50 minutes | **Classwork**  Seating Chart  **Free 10-Point Quiz Grade?** Names. Information Notecards  Course Packets🡪 Introduction to the class website  Writing Packet Introduction  Introduction of Choice Book Summer Evaluation  **Homework**   * Study your choice book’s notes for the evaluation **tomorrow** * Register for turnitin.com and Google Classroom (by **Thursday Sept. 6th**for a prep grade). Codes are at the end of class syllabus * Review course packets thoroughly | **Classwork**  Seating Chart  **Free 10-Point Quiz Grade?** Names. Information Notecards  Course Packets🡪 Introduction to the class website  Writing Packet Introduction  Introduction of Choice Book Summer Evaluation  **Homework**   * Study your choice book’s notes for the evaluation **Thursday** * Register for turnitin.com and Google Classroom (by **Friday Sept. 7th**for a prep grade). Codes are at the end of class syllabus * Review course packets thoroughly |
| **Wednesday**  **September 5**  **Day 2**  Super Homeroom: Blocks A-C are 47 minutes long | **Classwork**  **Summer Reading Choice Book**  **Paragraph Evaluation**. **Notes only.**  Notes may earn extra credit  **Homework**   * Register for turnitin.com and Google Classroom (by **tomorrow**for a prep grade). Codes are at the end of class syllabus * Complete Writing Assignment🡪 “The Birds” in writing packet | **No Class Today🡪 Same Homework as Day 1** |
| **Thursday**  **September 6**  **Day 3**  Super Homeroom: Blocks A-C are 47 minutes long | **Classwork**  **Turnitin.com/Google Classroom Check**  **“The Birds” Paragraph** **DUE**. Review  Writing Pitfalls  Assign Summer Reading Essay  Prompt-to-Thesis Worksheet  **Homework**   * Complete the “Prompt-to-Thesis” Worksheet for **Monday** * Start choosing DQs for the essay🡪 due **Tuesday** | **Classwork**  **Summer Reading Choice Book**  **Paragraph Evaluation**. **Notes only.**  Notes may earn extra credit  **Homework**   * Register for turnitin.com and Google Classroom (by **tomorrow**for a prep grade). Codes are at the end of class syllabus * Complete Writing Assignment🡪 “The Birds” in writing packet |
| **Friday**  **September 7**  **Day 4**  Super Homeroom: Blocks A-C are 47 minutes long | **No Class Today🡪 Same HW as Day 3** | **Classwork**  **Turnitin.com/Google Classroom Check**  **“The Birds” Paragraph** **DUE**. Review  Writing Pitfalls  Assign Summer Reading Essay  Prompt-to-Thesis Worksheet  **Homework**   * Complete the “Prompt-to-Thesis” Worksheet for **Monday** * Start choosing DQs for the essay🡪 due **Tuesday** |
| **Monday**  **September 10**  **Day 5** | **Classwork**  **Prompt-to-Thesis Activity Due**. Review  Blue and Manila Folders🡪 Purpose  Pass Back In-Class Paragraphs  Evaluate In-Class Paragraphs for Pitfalls  Receive *TKAM*  Introduction to Webquest  **Homework**   * Finish *TKAM* Webquest for **tomorrow** * Start outline for SR essay🡪 DQs and topic sentences due **tomorrow** | **Classwork**  **Prompt-to-Thesis Activity Due**. Review  Blue and Manila Folders🡪 Purpose  Pass Back In-Class Paragraphs  Evaluate In-Class Paragraphs for Pitfalls  Receive *TKAM*  Introduction to Webquest  **Homework**   * Finish *TKAM* Webquest for **tomorrow** * Start outline for SR essay🡪 DQs and topic sentences due **tomorrow** |
| **Tuesday**  **September 11**  **Day 6** | **Classwork**  **Summer Reading DQs/Topic Sentences due**  **Webquest due🡪 Review**  Grammar Pre-Test (30 minutes)  Receive *TKAM*🡪 Start reading Chapters 1-2  Review HW Policy, and working on GC  **Homework**   * Complete the introductory paragraph and body paragraph #1 of the Summer Reading Essay for **tomorrow** (work on Google Classroom to receive credit) * HW #1 (Chapters 1-2) due **Thursday** | **Classwork**  **Summer Reading DQs/Topic Sentences due**  **Webquest due🡪 Review**  Grammar Pre-Test (30 minutes)  Receive *TKAM*🡪 Start reading Chapters 1-2  Review HW Policy, and working on GC  **Homework**   * Complete the introductory paragraph and body paragraph #1 of the Summer Reading Essay for **tomorrow** (work on Google Classroom to receive credit) * HW #1 (Chapters 1-2) due **Thursday** |
| **Wednesday**  **September 12**  **Day 7** | **Classwork**  **Introductory Paragraph and DP #1 Due**  DQ sandwich  Model Essay  Peer Editing  Working on DP #2🡪  **Homework**   * Finish Body Paragraph #2 for **tomorrow** * TKAM Chapters 1-2 (HW #1) with questions, including page citations (Due **tomorrow**) | **Classwork**  **Introductory Paragraph and DP #1 Due**  DQ sandwich  Model Essay  Peer Editing  Working on DP #2🡪  **Homework**   * Finish Body Paragraph #2 for **tomorrow** * TKAM Chapters 1-2 (HW #1) with questions, including page citations (Due **tomorrow**) |

**A look ahead:** Vocabulary, Literary Techniques, Freshmen Library Orientation, Essay #2, a research paper on TKAM.

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| Class Website  In this class, we will make use of Mr. Haflin’s website. On this website, you will be able to access any in-class assignments missed while outside of school. Additionally, important articles relevant to our class discussions are frequently uploaded to this website. The URL for Mr. Haflin’s website is as follows:  [**www.glasshaffull.weebly.com**](http://www.glasshaffull.weebly.com)  Additionally, you may access the website by going to the Hingham High School Website, scrolling over the “teacher websites” tab, and clicking on “Mr. Haflin”. I would also suggest adding the website to your “favorites”. |

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| Turnitin.com  Turnitin.com is Hingham High School’s preferred anti-plagiarism software. Each of your essays during your time at HHS will be submitted through turnitin.com. Therefore, it’s important to sign up properly before starting your high school writing career. To sign up for turnitin.com, follow these instructions:  If you already joined turnitin.com in the past for a previous teacher, you DO NOT need to register again.  Simply log on to your account and click “add a class” to access my class.    If you never registered for turn it in.com before, log on to the website.  Under the email/login box is a small link that says “Create Account.”  Click that. Scroll down to the bottom of the page that says “Create an Account.” Select “Student.” Using the Class ID and password I gave you (it is SPECIFIC to your class), create a user profile with an active, frequently used email and a password you will remember.  You also need to agree to their terms, so read that and then check the box. You should be all set.  **D Block: Class ID: 18934854, Enrollment Key: HaflinD**  **F Block: Class ID: 18934875, Enrollment Key: HaflinF** |

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| Google Classroom  In addition to the class website, we will make use of Google Classroom to help organize our assignments. You will use Google Classroom to interact with one another via online discussions as well as editing/revising papers and submitting homework assignments. **Note: Google Classroom will help cut down on the load of paper you’ll have to carry around, but if you don’t have access to a computer at home, please speak with Mr. Haflin for alternate arrangements.** The Google Classroom may also be accessed via Smartphone Application. To sign up, log in to Google Classroom at classroom.google.com using your school e-mail address, click the “+” symbol in the top-right corner, and click **Join**.  MAKE SURE TO JOIN THE CORRECT BLOCK!  **D Block: 501e7f**  **F Block: mgguti** |