

Global History and Geography & English Grade 9 Project Based Learning Class



Mrs. Lum - Global and Geography teacher
Email: lumd@corinthcsd.org

Mrs. Pita – English 9 teacher
Email: pitam@corinthcsd.org

Requirements/criteria for staying in PBL 9 and/or moving on to PBL 10

- **Must be proficient in writing (Common Core)**
- **Must have passing grades in BOTH English and Global 1**
- **Must pass with a 65 or higher grade on the Global 1 Parallel Exam AND the English 9 Parallel Exam**
- **Must show a work ethic and self direction**
- **Demonstrate an eagerness to learn the aspect of being a leader**
 - inspire others to be their best through example in selflessness
 - demonstrate ethical behavior
 - act responsibly with the interest of the group in mind
 - be accountable for the results of the group
- **Be present (mentally and physically) and show a drive to learn through project based learning**
- **Show a consistent attendance record**

Global History and Geography

The curriculum will begin with the study of geography and the early caveman and will end with the Renaissance. Students will be taking a midterm in January for Global History and Geography and will end the course in June by taking a Parallel Exam for Global History and Geography. **It is important to note that this is a two year course and the content covered will also be assessed on the New York State Regents Exam taken in June of your sophomore year. You will need to earn a 65% or better on the Global History and Geography Regents Exam to earn your high school diploma.**

English 9

The curriculum will be driven by the Global History and Geography content, as well as, the new English Common Core curriculum. ELA is a skilled based class, so students will be required to do **A LOT** of writing and reading. Students will be required to read articles/novels and compose quick writes on readings in addition to writing an argument based research paper. Writing accounts for 30% or 40% of the student's grade; therefore, it is *imperative* that *ALL* writing assignments are completed on the due date and the student's best effort is put forth! Students will be taking a midterm in January for English and will end the course in June by taking a Parallel Exam for English (**This exam will account for 20% of your overall English 9 grade**).

Course Description

The underlying theme for this course is how Mindsets affect the development of culture and how they influence human interaction over time. Students will be creating real world projects based on information involving history and conditions around the globe. Units will be studied both chronologically and thematically, using geographic, political, economic, and social concepts to gain a more complete understanding of the Global History and Geography curriculum. Students will be introduced to skills, practices, and routines that will be used on a regular basis in the classroom throughout the year: close reading, annotating text, collaborative conversation, and evidence-based writing, through some teacher-led text-dependent questioning.

Technology:

This course will be taught using Google Docs as well as other web based applications. The expectation is that every student will have access to technology either through personal devices or one provided by the school. Each student will be assigned a Google Chromebook for use during the class period. However, students who own their own approved technological device are encouraged to bring it to class. Students will be expected to use *all* devices appropriately and productively throughout the class period.

Participation:

Daily Participation Grade Descriptors

This is a holistic rubric, meaning students will score in the area, where their performance generally falls for each full class day.

4 Points

- Superior participation shows initiative and excellence in written work, verbal work, preparation, and collaboration.
- The student helps to create more effective discussions and activities through his or her verbal and written contributions.
- Reading and writing assignments are completed on time and with attention to detail.
- In discussions and activities, comments to peers are tactful, thorough, specific, and often provide other students with a new perspective or insight.
- All electronic devices are put away unless being used for class assignments.
- Student is punctual and abides by classroom rules listed in the syllabus.

3 Points

- Strong participation demonstrates active engagement in written work, verbal work, preparation, and collaboration.
- The student plays an active role in the classroom but does not always add new insight to the discussion at hand.
- Reading and writing assignments are completed on time and with attention.
- In discussions and activities, comments to peers are tactful, specific, and helpful.
- All electronic devices are put away unless being used for class assignments.
- Student is punctual and abides by classroom rules listed in the syllabus.

2 Points

- Satisfactory participation demonstrates consistent, satisfactory written, verbal work, and collaboration.
- Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group activities and large class discussions.
- Reading and writing assignments are completed on time.
- In discussions and activities, comments to peers are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.
- Received warning for having phone or other electronic devices out during class instruction time and/or not following one or more classroom rules in the syllabus .

1 Points

- Weak participation demonstrates inconsistent written and verbal work.
- The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group activities.
- Reading and writing assignments are not turned in or are insufficient.
- In discussions and activities, comments to peers may be missing, disrespectful, or far too brief and general to be of help or to be insightful.
- Excessive unauthorized use of electronic devices during class and/or multiple violations of classroom rules.

0 Point

- Unacceptable participation shows ineffectual written and verbal work.
- The student may be excessively late to class, completely unprepared, and not able to contribute to classroom discussions or small group activities.
- This student may be disruptive in class.
- Reading and writing assignments are not turned in or are insufficient.
- In discussions and activities, the student is completely unprepared, disruptive, or sleeping and otherwise not participating.
- Excessive unauthorized use of electronic devices during class and/or multiple violations of classroom rules.

NORMS FOR SUCCESSFUL TEAMWORK
“The whole is greater than the sum of its parts!”

If we are to be truly successful, then this classroom must function, not as a random group of individuals competing for grades, but as a **TEAM** in which we work cooperatively toward common goals. In this way, and only in this way, can we ensure that each one of us succeeds.

Here’s what students can expect from all adults in the room...

- ❑ We will do our best to conduct lessons that are interesting, informative, and relevant to our students.
- ❑ We will respectfully listen to and challenge students’ opinions and ideas.
- ❑ We will make ourselves available for extra help outside of class.
- ❑ We will strive to be fair, yet challenging, in our grading.
- ❑ We will give students the same respect that they give us.
- ❑ We will fairly and consistently enforce all rules and procedures.



Everyday we **EXPECT** students to...

- Arrive on time!
- Bring their binder, something to write with and their completed homework!
- **Keep ALL headphones, cell phones, or other electronic devices TURNED OFF AND OUT OF SIGHT!** Because these items are a serious distraction, students caught using such devices during class will be given *one* warning. The *second* offence will result in a teacher detention after school. The *third* offence will result in the student going to the office
- Follow the proper procedures for leaving the room (i.e. **avoid going in the first or final ten minutes of the period, sign out by filling out in your passport section of your agenda and have the teacher sign off**).
- Have homework out and ready to be checked when class starts!
- Raise their hands when they have a question or comment!!!
- Listen actively to others!
- Clean up any mess they make (including food & drinks)!
- **Take responsibility for their own learning (i.e. do their best everyday and ask for help when needed! Advocate for yourself! 🙌)!**

Rules:

1. Our #1 rule is **RESPECT!** All members of our classroom Community should...
 - Respect themselves!
 - Respect others!
 - Respect other’s property (including school property!)
2. Follow all applicable school rules (***including the dress code!***)



Texts and Materials for PBL:

Texts *may* include:

- “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell
- *Romeo and Juliet* by William Shakespeare
- *Julius Caesar* by William Shakespeare
- *Snowflower and the Secret Fan* by Lisa See
- *Things Fall Apart* by Chinua Achebe
- *I Am Malala: The Girl Who Stood Up For Education and Shot by the Taliban* by Malala Yousafzai
- *The Good Earth* by Pearl S. Buck
- *The Hot Zone: The Terrifying True Story Of The Origins Of Ebola* by Richard Preston
- *Mutant Message Down Under* by Marlo Morgan

Feature Films Shown:

Clips from the following movies will be shown in class to elicit student interest and to present visuals for the curriculum. By signing the syllabus, parents/guardians are giving permission for their son/daughter to view these films.

- **Gladiator:** Rating R: (violence) Clips will illustrate the Roman Culture, architecture, and military tactics.
- **Elizabeth:** Rating PG-13: Clips will illustrate Protestant Reformation
- **The Last Samurai:** Rating R: (violence) Clips will illustrate the Code of Bushido
- **The Gods Must Be Crazy:** Not rated: Clips will illustrate the landscape and geography of Africa
- **Apocolypto:** Rating R: (violence) Clips will be shown to illustrate aspects of the Mayan culture as well as the geography of Mesoamerica
- **The Last Emperor:** Rating R (violence and brief nudity with mother breast feeding) Clips will illustrate life under Dynastic Rule in China and the rituals associated with the Forbidden City in Beijing, China
- **The Monty Python & the Quest For the Holy Grail:** Rating PG: Used to illustrate life during the Middle Ages in Europe
- **Troy:** Rating R: Clips of this film will demonstrate Greek Culture, military strategies, geography and will elaborate on Homer’s epic poem the Iliad
- **Romeo and Juliet:** Rating PG-13: Clips will address the text between the selected excerpts to allow students to contextualize their close readings.
- **Julius Caesar:** Rating - Not Rated: Clips will address the text between the selected excerpts to allow students to contextualize their close readings.
- **Exodus: Gods and Kings:** Rating PG-13: Clips address early Hebrew history
- **The Bible Mini-Series:** Not Rated: Clips address history of Christianity
- **The Name of the Rose** (R 1986) – Middle Age Europe depicting monasticism and the Inquisition.
- **They Call Me Malala** (PG-13)- Women’s rights in Pakistan

Grading Policy:

This class will be counted as two separate course credits, one for Global History and Geography 1 and one for English 9. Therefore, **there will be two separate grades for each course**. The courses will be configured accordingly:

Global History and Geography

50 % - Tests/Projects/Writing

20 % - Quizzes/Extended Response/Bell Ringers
Writes

10% - Homework

20% - Participation/Collaboration/Self Direction

English 9

40% - Writing/Unit Tests/Projects

30% - Quizzes/Extended Responses/Quick

10% - Homework/Bellringers

20% - Participation/Collaboration/Self Direction

Tests

Tests will consist of multiple choice questions, constructive response questions, and essays. Tests may be in class or take home tests depending on the unit. Tests will be announced ahead of time.

Redos

Upon receiving an unfavorable grade the student must immediately notify the teacher of their intent for a redo and agree to the time and day designated by the teacher.

- Redos must be completed by the agreed upon date.
- Student must do a thorough job and complete all aspects of the redo as agreed upon.
- Students who refuse to take the original test or who purposefully take a test randomly are not eligible to retest.
- Redo grade will not exceed 85%.

Homework

Homework is due at the beginning of class. If your homework is late you will receive no credit. On some occasion students may turn in their work 1 day late for half credit.

*****Remember music lessons are no excuse for late homework!!! It also will not get you out of tests or quizzes. Come see us before your lesson to hand in your assignments and to get the assignment for that night.*****

Attendance Policy

Please refer to the new policy stated in the school handbook.

Fire drills and Lockdown drills

It is *imperative* for the safety of everyone that students remain **SILENT** during *every* fire drill and lockdown drill! These drills occur so that everyone can practice perfectly in the event there is ever a real situation! Therefore, students will be held to the expectations of being orderly and

silent - absolutely **NO** talking or fooling around - during the duration of these drills. If students do not follow these expectations, then there will be consequences for their behavior and actions.

Please turn this page in to Mrs. Lum/Mrs. Pita

**Project Based Learning 9 Syllabus Agreement
Mrs. Lum and Mrs. Pita
2016-2017 School Year**

We have read the entire syllabus and reviewed the criteria and conditions set forth for completion of the Project Based Learning course. Our signatures below indicate our understanding of the requirements of the course and acceptance of the course curriculum.

Student's Signature _____ Date _____

Parent's/Guardian's Signature _____ Date _____

Parent's/Guardian's Name **Printed** _____

Parents/Guardians:

Report cards will be issued **EVERY 10 WEEKS** to advise you of your child's performance, you may wish to contact the teachers in regards to questions or concerns that may arise. Please feel free to call or send an e-mail at any time for this purpose (phone number and e-mail address on first page of course outline). Because we check our email daily, it is the best way to contact us. Also, you may sign up for Parent Portal to check your student's grades at any time. Teachers will be using a Remind account as well; parents as well as students are encouraged sign up for a remind account. The directions for this are attached to this syllabus. It is our goal to maintain open communication with you. Below, please indicate what level of communication you wish to maintain and provide applicable contact information.

Please check **all** that apply:

_____ I can be reached at **home** at the following phone
_____.

_____ I can be reached by **cell** at the following phone
_____.

_____ I can be reached at **work** at the following phone
_____.

_____ I can be reached **online** at the following e-mail
address _____.

(Please print your e-mail address clearly; we will be using this to invite you to become a part of our google classroom.)

Thank you for taking the time to review this outline and complete this syllabus agreement. We look forward to a great year with your student and hope to make a positive experience out of this class.

Sincerely,
Mrs. Dianna Lum - lumd@corinthesd.org
Mrs. Michelle Pita – pitam@corinthesd.org