



Glencoe High School
Class Syllabus for Humanities
Sarah Armitage

Teacher Contact Information

Teacher Name	Sarah Armitage
Teacher E-mail	armitags@hsd.k12.or.us
Teacher Phone	503-844-1900 ext.
Teacher Website	
Office Hours and Availability	<ul style="list-style-type: none">• In general, the best way to contact a teacher is via email. Staff at Glencoe will return phone calls and emails to parents in a timely fashion.• Teachers regularly update parentvue. Be sure to have a log-in and check your student's progress frequently.• Teachers are also often willing to work with students outside of class time; however it is up to students to arrange this time with the teacher.• I am available:

Course Information

Subject - Course Title	English Language Arts - Humanities
Course Description	<p>This course will focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other marginalized peoples in the US and in Oregon.</p> <p>The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history and culture. Humanities focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other cultures, including their own. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.</p>
Course Content	<p>Quarter 1: Topics: Identity, early American conflict - Native Americans, African slaves, Mexico, land and expansion, lasting implications for the United States Readings: <i>The Tempest</i>, <i>A Different Mirror</i>, other fiction and non-fiction texts assigned by teacher, analysis of art and music from each culture during this time period Writing: Expository essays and reflective writing</p> <p>Quarter 2: Topics: Westward expansion, Industrializing the nation, the role that African Americans, Latinos, Irish, Russian Jews, and the Chinese played in growing the United States Readings: <i>A Different Mirror</i>, other fiction and non-fiction texts assigned by teacher, analysis of art and music from each culture during this time period</p>

Writing: Narrative essays and reflective writing

Quarter 3:
 Topics: Great Depression and World War Two and the impact that minority populations had on the war effort and what was happening here at home, Oregon specifically and the impact of northwestern migration on this state, immigration post WWII and the lasting impact of that on our culture and our laws
 Readings: *A Different Mirror*, other fiction and non-fiction texts assigned by teacher, analysis of art and music from each culture during this time period
 Writing: Argumentation and reflective writing

Quarter 4:
 Topics: What does our world look like now, what are the problems that we face, and how can we work to solve some of those problems?
 Readings: *A Different Mirror*, other fiction and non-fiction texts assigned by teacher, analysis of art and music from each culture during this time period
 Writing: Final research based writing and project and reflective writing

This course will be run very much like a college class. There will be readings that you will be expected to have read before coming to class. There will be lots of in class discussion of the reading materials and reflective writing about what you are reading. There will be at **LEAST 4** formal writings that will be required throughout the year.

***In this class, we will be looking at and discussing tough subjects like race, oppression, privilege, and power systems within our country and culture.**

WICOR Strategies

Grading Scale

A	4-5
B	3-3.9
C	2-2.9
D	1-1.9
F/I	0-.9 Incompletes: Students may receive an incomplete grade from a teacher for various reasons. If an incomplete is given students must finalize their grade by completing any missing or make-up work within 2 weeks of the next semester starting. At this point any incomplete grade will become F.

Grading Policy

Grading Policy. Grading Policy.
 Students will be graded on the projects they complete and the events they cover. Projects will include design, photography and writing.
 The majority of your grade (80%) will be based on summative assessments (tests and final drafts of papers/projects). The other 20% of your grade will be based on formative assessment (in-class practice, and homework). All assignments will be graded using the 5-point scale and be weighted as follows:
 Tests/Quizzes, Writing Assignments, Projects=80%

	<p>Daily, formative assessments=20%</p> <p>Total points will be added at the end of the grading period. The total accumulated points over the entire semester determine semester grades.</p> <p>You will lose points if you miss deadlines.</p> <p>Late Work. Please communicate with me regarding any known absences and how you can make up the work.</p> <p>Work will be accepted up to 10 days late (including non-school days), with a 10% penalty. After the one week deadline, it is the student's responsibility to conference with the teacher, see standards that must be made up, and come up with a suitable option to show learning and mastery. This option must be approved by the teacher prior to student completing it. If there are extenuating circumstances please communicate with me immediately for consideration. "Just not getting it done" is not an extenuating circumstance. Accepting late work is up to the teacher's discretion, however, depending on the assignment.</p> <p>Make-up Work and Exams. If you are absent, these are the things you need to do when you come into the classroom:</p> <p>Check Google Classroom</p> <p>Exchange information with a classmate, so you can contact them should you miss class for any reason.</p> <p>Check the class notebook for any assignments and notes missed.</p> <p>Ask the teacher, or email me while you are gone and I can email missing class work and assignments to you.</p> <p>Test Retake Policy. Students will be given an opportunity to re-take tests, completion of a study guide or additional practice may be required in order to qualify for a retake to demonstrate the student's commitment to improving their grade.. Any students who receive lower than a C on a test are highly encouraged to use the testing center.</p>
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Classroom Expectations

<p>Behavior Expectations</p>	<p>Respect yourself and others at all times.</p> <p>Respect the space and classroom environment.</p> <p>Create a positive work atmosphere.</p> <p>You get out of it what you put into it, bring your best to class.</p>
<p>Cell Phones and Technology</p>	<p>In the classroom, personal devices should be stowed away in backpacks and not be visible on desktops or in laps. When it is appropriate for you to use electronic devices for academic purposes, I will notify you. If you violate this policy, the first step is a warning. Subsequent violations require parental involvement.</p> <p>Student electronic devices are only allowed in classrooms with teacher approval at appropriate times and for appropriate uses. Misuse of technology will result in the following consequences:</p> <p>First offense. Warning from the teacher.</p> <p>Second offense. Phone must be given to Assistant Principal's office and picked up at the end of the day by student.</p> <p>Third offense and beyond. Phone must be given to Assistant Principal's office and picked up by a parent/guardian.</p> <p>Student electronic devices are only allowed in classrooms with teacher approval at appropriate times and for appropriate uses. Misuse of technology will result in the following consequences:</p> <ul style="list-style-type: none"> ● First offense. Warning from the teacher. ● Second offense. Phone must be given to Assistant Principal's office and picked up at the end of the day by student.

	<ul style="list-style-type: none"> • Third offense and beyond. Phone must be given to Assistant Principal's office and picked up by a parent/guardian.
Attendance and Tardies	<p>Students are encouraged to have over 90% attendance. Students who miss class are less likely to be successful in school. ALL absences need to be excused by parent/guardian.</p> <ul style="list-style-type: none"> • Unexcused period absences are considered "skipping" and may result in a referral. Allowing make-up work for unexcused absences is up to teacher discretion. A student who is more than 10 minutes late is considered unexcused absence. • For excused period absences, students have the number of days missed to make-up missing work. Exceptions to this are based on teacher make-up work policy. • Tardies. Students who arrive to a class after the late bell rings must get a pass from the attendance office before being admitted to class. A period tardy results in lunch detention.
Academic Honesty	<p>Students are expected to put forth their best efforts on tests and assignments, and not deliberately underperform. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. Students are encouraged to converse with others and assist other students, except when doing so is inconsistent with testing or assignment instructions.</p> <p>Prohibited events include, but are not limited to, using or sharing prohibited study aids or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.</p> <p>Students who engage in academic dishonesty must either complete the invalidated summative assessment or an alternative assessment chosen by staff. Discipline may include detention; prohibiting the student from participating in school-sponsored activities or events; denial or revocation of school-conferred titles, distinctions, honors, or privileges; or suspension or expulsion.</p>
Behavior Interventions	<p>First time is a verbal warning after that we will have a more in-depth conversation. If the expectation is not met a third time, Administration and Parents will be notified and involved.</p>