# WINTHROP HIGH SCHOOL

# Facing History and Ourselves Course Syllabus

**Honors**

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After School Extra Help: Monday-Friday 2-2:25 PM—Test make ups Wednesday after school

# Course Overview:

Facing History and Ourselves examines how individuals engage in their community and society. It further examines how stereotypes and prejudices often times divide communities and groups of people, which can often lead to extreme forms of hate that come in the forms of discrimination, segregation, and genocide. Facing History offers a sociological view using these concepts throughout the examination of several case studies: the Armenian Genocide and Femicide, the Holocaust, the Nanjing Atrocities, Reconstruction and the Fragility of Democracy, Choice in Little Rock, and 2 mini case studies; the Aborigines and the Rwandan Genocide.

The two areas that students will examine throughout these case studies are: (1) identifying and reducing prejudice, and (2) advocating collective action. Unit and lesson plans use the time-tested Social Justice Standards, the Teaching Tolerance Curriculum, and the Facing History and Ourselves published textbooks.



Unit Breakdown By Quarter:

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| **Quarter** | **Project** | **Days** | **Unit Name** | **Test** |
| **1** | World Religions Brochure | 9 | Unit 1: The Individual and Society | No Test |
|  | 17 | Unit 2: The Armenian Genocide and Femicide | Unit 2 Test |
| **2** | The Holocaust Presentation | 23 | Unit 3: The Holocaust | Unit 3 Test |
| **MIDTERM EXAM** | | | | |
| **3** | Case Study Presentation | 24 | Unit 4: The Nanjing Atrocities | Unit 4 Test |
| **4** | Monuments and Memorials | 18 | Unit 5: Reconstruction and the Fragility of Democracy and Choice in Little | Unit 5 Test |
|  | 12 | Unit 6: Mini Studies; the Aborigines and the Rwandan Genocide | Unit 6 Test |
| **FINAL EXAM** | | | | |

Classroom Expectations and Policies:

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| Leaving the room:  For 5 minutes, once per class, and take the pass. | Tardy:  You may NOT be late to class without a signed pass from a faculty member. If you are late and do not bring a pass you may not leave class that block. |
| Skipping class:  You get written up and will receive administrative detentions, it counts as an absence in the class you skip, which goes to maybe AF-ing the class, and you may not submit work we completed that day in class, or was due that day in class. | Eating and drinking:  You may eat and drink respectfully in our classroom, but please make sure that it is an appropriate snack, isn’t distracting (i.e. no chips, or anything crunchy), and you clean up after yourself. I reserve the right to not let you eat in class if it is becoming disruptive, or messy. |
| Use appropriate language while in the school building and room. This includes; gestures, as well as written and spoken words. | Chromebooks:  Chromebooks are to be used for doing your history work; not watching videos, or working on non-history work. The only appropriate computer to use in class is your WHS Chromebook. |
| Cell phones:  Cell phones should be away and kept in your backpacks for the entire class. Absolutely no phones are to be out during unit test and exam periods, points will be deducted from your test and exam if your phone is out. | Headphone and air pods:  Headphones/airpods should be off heads, or out of ears and kept away in backpacks. |
| AI:  AI generators are never to be used at any stage of the writing process--brainstorming, outlining, pre-writing, writing, editing. The point of writing is to use your own brain, and AI generators do the thinking for you. This is cheating and not demonstrating what you know. | Cheating and plagiarizing:  “Cheating and Plagiarizing in unacceptable and any student who cheats or plagiarizes on an examination, or any other assignment, shall receive a zero, and may not make-up such work, the instructor, will then notify the parent/guardian, and will privately admonish the student” (WHS Handbook). This includes coping and pasting from the internet (rule of thumb is 3, or more words), using an AI generator, or submitting work that has already been submitted by a current, or past student. |
| **For all other behavior, and technology (including cell phone) expectations while at school please see the Winthrop High School Handbook.** | |

Classroom Procedures:

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| For all rubrics referenced in this section, please see the course rubrics beginning on page 6. | |
| Classwork:  Classwork includes collaborative activities, worksheets, graphic organizers, reading and questions, video sheets, and guided notes. Classwork is not taken late. A 5-point rubric is used to grade classwork. | Guided notes (GN):  Guided Notes are taken by students during lecture. Each section of notes will be graded as a classwork grade. Classwork is not taken late. A 5-point rubric is used to grade all classwork. |
| Homework:  Homework will be assigned 3 nights per week. Each student gets ONE homework assignment pass (exemption) for the entire school year. Homework is not taken late. A 5-point rubric is used to grade homework. | Participation and preparedness grade:  A participation and preparedness grade will be given on a bi-weekly bases and will count as a classwork grade. It is designed to evaluate how you demonstrated your content knowledge both spoken and written, preparedness in coming to class, and behavior in class. A 25-point rubric is used to grade participation and preparedness. |
| Unit tests:  The format is; 25 multiple-choice and 2 open response, taken at the end of each unit. If a test is block 1 on a Friday, our class will not watch Wake Up Winthrop. Open response questions are given when the unit test is announced. If a student is absent the day of a unit test they are responsible to make up their multiple-choice on the nearest Wednesday. Multiple-choice questions are 1 point each and open responses are graded using a 15-point rubric. | Projects:  1 project is given per quarter. Projects will receive a 10-point deduction for each day it is handed in late. If a student is absent the day a projectis due, they must submit a picture of the non-digital component and submit the digital component to the project’s Google Classroom assignment portal on the due date by 2:00 PM. |
| Midterm exam:  A midterm is given in January. The study guide is released before December break. | Final exam:  A final is given in May to seniors and June to juniors. The study guide for seniors is released before April break for the senior exam. The study guide for juniors is released before Memorial Day weekend for the junior exam. |
| Sub work:  If I am absent from school I will post a message on Google Classroom and the work expectations for that day I am not in class. I expect that you act as if I were in the classroom and complete the work I left. | Absent work:  “Students must accept the responsibility of all make-up work caused by absences, teachers will provide students with one (1) day per day for excused absences unless there are extenuating circumstances, students must complete work missed as a result of any absence (excused or unexcused) in the required time of one (1) day per day of absences” (WHS Handbook). See your individual assignments for absent due dates and times. |

Assignment Submissions:

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| Digital Submission  Submit directly to Google Classroom.  **Include:**   * Connection Questions * Graphic Organizers * Worksheets/Reading Questions | Hard Copy Submissions  I collect these, or I come around and check theses assignments.  **Include:**   * Guided Notes * Video Sheets * Collaborative Classwork Activities * Unit Tests * Midterm and Final Exams |
| Projects can have both digital components and hard copy components. The digital component(s) should be submitted to Google Classroom, while the hard copy component(s) should be brought to class. In the even the project is something difficult to carry students may drop it off before school. | |

Required Class Material:

Bring all your materials to class so that you don’t have to leave and are best prepared to work on that day’s assignments.

* 1.5-inch binder
* Pen/pencil
* Chromebook
* Chromebook charger

Facing History and Ourselves Textbook:

Students are not issued a hard copy of the textbook, they will use an online PDF version on Google Classroom.

* **Main textbook:** Facing History and Ourselves: Holocaust and Human Behavior
* Crimes Against Humanity and Civilization: The Armenian Genocide
* The Nanjing Atrocities: Crimes of War
* The Reconstruction Era and the Fragility of Democracy
* Choices in Little Rock

# Course Grade Breakdown:

All grades can be accessed on Google Classroom (grades with specific rubrics) and Power School (officially used for quarter, and year-to-date grades)

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| **Term Grades** | **Year Grade** |
| Tests and Projects: 50% | Quarters: 20% EACH |
| Classwork: 25% | Midterm Exam: 10% |
| Homework: 25% | Final Exam: 10% |
|  | **Midterm and final exams not on quarter grades** |

Course Rubrics: These will be attached to each Google Classroom assignment portal.

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| **General Rubric** | | | |
| This rubric is to be used for all classwork/homework assignments that are; section assessment questions, worksheets (i.e. reading questions, video sheets, etc.), and graphic organizers. | | | |
| **Completeness and Correctness** | (2 point)  The assignment is completely done, including all questions and areas of content in the assignment/answers. All questions have the correct answer. | (1 point)  The assignment is complete, but is missing some items/answers. There are some incorrect answers. | (1/2 point)  The assignment is lacking completeness, and missing some items/answers. There are many incorrect answers. |
| **Quality** | (1.5 point)  Each answer has a complete sentence(s) that makes sense. | (1 point)  Most answers use a completed sentence(s) and make sense. | (1/2 point)  Answers lack a complete sentence(s), and make sense. |
| **Effort** | (1.5 point)  Unquestionable thought and effort was put into the assignment. | (1 point)  Thought and effort was put into the assignment. | (1/2 point)  Some thought and effort was put into the assignment. |

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| **Participation and Preparedness Rubric** | | | |
| This rubric is used bi-weekly as a classwork grade that is designed to evaluate how students demonstrated their content knowledge both spoken and written, preparedness in coming to class, and behavior in class during class in a specific two-week period. | | | |
| **Participation** | (5 points)   * Contributes verbally/written to the class discussion by offering quality ideas, asking appropriate questions, and offering answers to classwork activities and homework frequently during the class marking period. * Is on task and doesn’t need to be redirected. | (4 points)   * Sometimes contributes verbally/written to class by offering some ideas, asking some questions, and by offering some answers to classwork activities and homework often during class marking period. * Is often on task, but sometimes needs to be redirected. | (3 points)   * Rarely contributes verbally/written to class discussion, or asking questions, and doesn’t offer answers on classwork activities and homework during class marking period. * Needed to be redirected frequently. |
| **Knowledge** | (5 points)  Accurately expresses foundational knowledge on assignment and during class during the marking period by offering detailed summaries, and analysis. | (4 points)  Expresses some foundational knowledge on assignments during class marking period by sometimes offering detail and analysis. | (3 points)  Minimal expression of foundational knowledge on assignments during class marking period, there is a lack of detail or analysis. |
| **Preparedness** | (5 points)  Always prepared for class with completed assignments and all required material brought to class during the marking period. | (4 points)  Sometimes prepared with completed assignments and required materials brought to class during the marking period. | (3 points)  Frequently unprepared with completed assignments and required materials are not brought to class during the marking period. |
| **Effort** | (5 points)   * Always attentive during class. * Always on task during class time. * Cell phones are never an issue. | (4 points)   * Usually attentive during class. * Usually on task during class time (i.e. on phone when not appropriate). * Cell phones are sometimes an issue. | (3 points)   * Inattentive during class. * Minimally on task during class time (i.e. frequently leaves class, or needs frequent redirection). * Cell phones are frequently an issue. |
| **Attitude and Behavior** | (5 points)  Constantly positive and has a cooperative attitude and behavior during class as a whole group, in partners, or independently. | (4 points)  Usually positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. | (3 points)  Minimally positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. |

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| **Unit Open Response Rubric** | | | | |
| This rubric is used for all take home unit open responses. | | | | |
| **Completeness** | (5 points)  The open response question is fully answered with the appropriate amount of examples required. Your open response is the appropriate 2-3 paragraphs. | (4 points)  The open response question is answered with the appropriate amount of examples required. Your open response is the appropriate 2-3 paragraphs. | (3 points)  The open response question is somewhat answered and uses some examples. Your open response is lacking in paragraphs. | (2 points)  The open response question isn’t really answered, there is a lack of examples. Your open response is lacking in paragraphs. |
| **Analysis** | (8 points)  An in-depth explanation is provided that has clear analysis throughout the open response. | (7 points)  An explanation is provided that has analysis in the open response. | (6 points)  There is an explanation that has some analysis in the open response. | (5 points)  There is little to no explanation or analysis in the open response. |
| **Detail** | (8 points)   * Detailed examples are used to support the thesis throughout the open response. * All details and examples are historically correct. * All content was taken from the class material. | (7 points)   * Examples are used to support the thesis in the open response.. * There are 1-2 issues with historical inaccuracies with the details and examples. * All content was taken from the class material. | (6 points)   * Some examples are used in the open response. * There are 3-4 issues with historical inaccuracies with the details and examples. * Not all content was taken from the class material. | (5 points)   * There are few to no examples used in the open response. * There are many historical inaccuracies. * Not all content was taken from the class material. |
| **Effort** | (4 points)  Unquestionable thought and effort was put into the essay. | (3.5 points)  Thought and effort was put into the essay. | (3 points)  Some thought and effort was put into the essay. | (2.5 points)  Little thought and effort was put into the essay. |

Winthrop High School’s Vision of the Graduate:

Winthrop High School strives to ensure its graduates are able to become productive citizens of their town, their state, and their nation. To do this, the school in 2011 embraced the following learning objectives, on which students are evaluated quarterly (on report cards). Taken together, they express a community vision for what we want our graduates to be, know, and do.

WHS students will become…

Critical Thinkers:

* They will use, apply, and evaluate multiple problem-solving strategies in a variety of disciplines.
* They will be able to select, organize, and evaluate new ideas.
* They will demonstrate the ability to actively and critically read.
* They will develop the skills and acquire the knowledge necessary to prepare them for college and career success
* They will be able to set priorities, and manage their time and tasks.

Effective Communicators:

* They will communicate ideas and information with clarity and with an understanding of their audience.
* They will integrate and use a variety of communication forms.
* They will listen effectively and respond appropriately to spoken communication.
* They will master standard English-language conventions.

Conscientious Citizens:

* They will be aware of, and follow, their community’s rules and laws
* They will respect themselves and the community at large.
* They will be aware of and respect social and cultural diversity.
* They will understand, promote, and show the importance of hard work to achieve success.
* They will own their mistakes, and will learn from them.

Creative Achievers:

* They will show curiosity and enthusiasm in everything they do.
* They will work and think originally.
* They will appreciate the arts in their many forms.
* They will select, organize, and develop innovative ideas.
* They will build off the ideas of others.

# Facing History and Ourselves Curriculum Content Map (Teaching Tolerance Curriculum Standards):

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—Identity, Diversity, Justice and Action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for every stage of K–12 educations, and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom. Teaching about identity, diversity, justice, and action (IDJA) allows educators to engage a range of anti-bias, multicultural, and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action. Custom unit and lesson plans using the Social Justice Standards from the Teaching Tolerance curriculum were designed to incorporate the anchor standards in unit 1 and be further examined and used in the case studies selected for each unit.

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| **Identity Standards** | | |
| **Anchor Standards** | **Code** | **Grade Level Outcome** |
| Identity 1 | ID.9-12.1 | I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society. |
| Identity 2 | ID.9-12.2 | I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups. |
| Identity 3 | ID.9-12.3 | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. |
| Identity 4 | ID.9-12.4 | I express pride and confidence in my identity without perceiving or treating anyone else as inferior. |
| Identity 5 | ID.9-12.5 | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces. |

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| **Diversity Standards** | | |
| **Anchor Standards** | **Code** | **Grade Level Outcome** |
| Diversity 6 | DI.9-12.6 | I interact comfortably and respectfully with all people, whether they are similar to or different from me. |
| Diversity 7 | DI.9-12.7 | I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups. |
| Diversity 8 | DI.9-12.8 | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| Diversity 9 | DI.9-12.9 | I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences. |
| Diversity 10 | DI.9-12.10 | I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. |

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| **Justice Standards** | | |
| **Anchor Standards** | **Code** | **Grade Level Outcome** |
| Justice 11 | JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them. |
| Justice 12 | JU.9-12.12 | I can recognize, describe and distinguish unfairness and injustice at different levels of society. |
| Justice 13 | JU.9-12.13 | I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. |
| Justice 14 | JU.9-12.14 | I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. |
| Justice 15 | JU.9-12.15 | I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. |