



# CENTER FOR THE HUMANITIES

A Chesterfield County Public Schools Specialty Center at Monacan High School

Dear Humanities 9th Graders,

You will find within the next few pages your summer assignments for your 9th Grade Humanities classes. We hope that your completion of these assignments will enliven your hearts and minds and kindle excitement for our upcoming school year. We are eager to welcome you to Monacan, to see your smiling faces, and to begin working together in class. As you begin working on these assignments, feel free to reach out to your instructors, or to me, with any questions.

As a part of the Humanities Center's program of study, students are required to complete 20 hours of community service each year. There are additional details regarding this on the last page, and we will address this more completely during the first week of school. But, for your planning purposes, students will be able to use both summer 2023 and summer 2024 to accumulate hours for their 9<sup>th</sup> grade year. There is no expectation that students start this summer. But, we know many students are already active in service, and so students are welcome to begin immediately should they feel inclined.

Wishing you a happy and safe spring and summer!

-Mark Davis, Humanities Coordinator

## **9<sup>th</sup> Grade Humanities Team**

| Course                 | Instructor          | Email Address               | Summer Assignment             |
|------------------------|---------------------|-----------------------------|-------------------------------|
| English 9              | Ms. Beth Lucas      | Elizabeth_Lucas@ccpsnet.net | Page 2                        |
| World History          | Mr. Scott Thackston | Scott_Thackston@ccpsnet.net | Pages 3-4                     |
| Perspectives I         | Ms. Valerie Sweet   | Valerie_Sweet@ccpsnet.net   | No Assignment                 |
| Biology                | Ms. Julie Coleman   | Julia_Coleman@ccpsnet.net   | Pages 5-7                     |
| Geometry               | Ms. Jill Porter     | Jill_Porter@ccpsnet.net     | No Assignment                 |
| Humanities Coordinator | Mr. Mark Davis      | Mark_Davis@ccpsnet.net      | Service Learning<br>Pages 8-9 |



# Humanities World History

## Vacation to an Ancient Civilization

Imagine that you are a travel guide in charge of encouraging people to visit your civilization. In order to meet your company's quota of travelers, you need to advertise about your culture. You will need to create a Google Slide that will entice people to come to your corner of the world!

Be sure to include:

- a title page, map
- famous people
- relevant texts
- important accomplishments

A work cited is required on the last slide.

Use the following topics as a guide for what you may want to include within your presentation:

- **Location & Climate**
  - Where are you located?
  - Be sure to include a map
  - What natural features make your region exceptional?
- **Economy/Society**
  - What do your people do for a living?
  - What is your class structure?
- **Tourist attractions**
  - Give examples of famous cities, monuments, and other features.
  - What are some forms of entertainment?
- **System of writing**
  - Be sure to include the style of writing you use.
  - Does your culture have any famous documents?
- **Religion**
  - Explain your customs, deities, and beliefs.
  - Are there any special holidays that you celebrate?
- **Law & Government**
  - Are your laws fair?
  - What type of government do you have?
  - Who have been some of your more prominent rulers?
- **Achievements**
  - What have your people accomplished?
  - Perhaps you could quote a famous citizen or two ...

Please note the following civilizations and time periods to choose from. Stay in the region and time frame as they are noted. Please follow the assigned civilization per last name. If you have any questions, feel free to e-mail me at [scott\\_thackston@ccpsnet.net](mailto:scott_thackston@ccpsnet.net). Good luck on your travels!

-Mr. Thackston

**Last name**

- ***A-Bo*** Mesopotamia -- c. 3500-2000 BCE
- ***Bu-Chil*** Ancient Israel/Judah -- c. 2000-900 BCE
- ***Chip-D*** Kingdoms of the Fertile Crescent (Babylonia, Assyria, Persia) -- c. 2000-336 BCE
- ***E-F*** Ancient Egypt -- c. 3100-332 BCE
- ***Ge-Guy, C*** Ancient India -- c. 2700-180 BCE
- ***Guy, M.-Hen*** Ancient China -- c. 1500 BCE-220 CE
- ***Her-J*** Ancient Greece -- c. 2000 BCE-323 BCE
- ***K-L*** The Roman Republic -- c. 1000 BCE-27 BCE
- ***M-Ne*** The Roman Empire -- 29 BCE-476 CE
- ***No-Rob*** The Byzantine Empire -- 313-1453
- ***Roj-Sal*** The Islamic world -- c. 600-1453
- ***Sar-Six*** The Early to Late Middle Ages in Europe -- c. 450-1450
- ***Sm-St*** Africa (*Axum, Zimbabwe, West African Kingdoms*) -- c. 1200 BCE-1500 CE
- ***T-V*** The Americas (*Maya, Inca, Aztecs*) -- c. 1200 BCE-1500 CE
- ***W*** Renaissance Europe -- c. 1300-1600



## Honors Biology Summer Assignment

Humanities Biology – Ms. Coleman - Email: [julia\\_coleman@ccpsnet.net](mailto:julia_coleman@ccpsnet.net)

The first science you will study as part of your four year curriculum is biology, the study of LIVING THINGS! Soooooo...Your summer assignment is to look at some! **Observe a LIVING THING and record your observations.** Hmm...That's pretty broad! Let's get a little more specific! Here's what to do step-by-step:

1. **Join our Summer Assignment Page on Canvas.** Go to this link:

<https://mychesterfieldschools.instructure.com/enroll/HF4JGY> and click to enroll. Here you can find a copy of the assignment if you lose yours. Also, we can use this page over the summer to touch base with each other, ask questions, or share cool photos of wildlife we see. Biology is FANTASTIC, AMAZING and FUN and it is ALL AROUND US. Alas, we often never even notice it! Sharing it with each other is what helps us notice it so that we can APPRECIATE how beautiful and amazing it is!! If you're having trouble joining (or with anything else) just let me know. My email is [julia\\_coleman@ccpsnet.net](mailto:julia_coleman@ccpsnet.net)

2. **Join the Humanities Biology Remind.** **Text @d4dac9 to the number 81010** - Remind is a texting app which allows us to communicate without actually exchanging phone numbers. This is an awesome way to ask questions over the summer, but also I will use it to communicate with you quickly about assignments, etc. during the school year.

- ALSO, if you like, you can follow me **@colemanbiology on instagram!** It's just where I share random biology related content - mostly photos of cool living things and students doing cool stuff. :)

3. **Find a digital camera.** If you have a super fancy camera with a zoom lens... well, that's awesome! ...But the camera in your phone works great, too. If you can't get your hands on a digital/phone camera, then contact me.

4. **Decide** on the living thing that you want to observe. **It MUST be WILD. It CANNOT be a pet or caged, nor can it be a farm animal, nor can it be at a zoo.** **Your dog (or your cat or your hamster) does not count!** It must be a **non-captive WILD** animal. However, it does NOT have to be exotic or unusual. Birds and squirrels are easy to find and do lots of cool stuff if you've got the patience to pay attention. Even invertebrates like spiders, insects, crabs, etc. can be great subjects! Bird feeders are GREAT locations for observing lots of different wildlife! Who KNOWS what cool animal you'll observe IF you keep your **eyes** and **ears OPEN!** If you

are near water over the summer, look for ospreys or herons or egrets! Don't know what one is? LOOK IT UP! THEY ARE COOL!

5. Make sure you **IDENTIFY** the thing you've chosen to observe. Don't just say "bird" or "spider". What **kind** of bird? What kind of spider? **Be SPECIFIC!** (For example, "seagull" is general. What TYPE of seagull?) Look it up in a field guide, many of which are readily available on the internet...Use Google! It is your friend! And if you're a REAL bio nerd, you can even get AMAZING field guide apps for your phone! They are AWESOME. Also, I'm happy to help if I can! 😊

6. **Observe** the thing you've chosen for a **total** of **at least one half hour** and **record these observations by taking photos**. You will make better observations if you observe longer. If the animal totally leaves your observation location, stop timing until you can observe it (or another individual of the same species) again. While you're observing, pay attention to the animal's **behavior**. Take photos of the animal doing as many different things as you can observe. If it doesn't do many different things over the half hour, that's fine. Just be sure to take as many good pictures as you can.

You may want to observe some work of wildlife photographers to get an idea of what wildlife pictures can look like. National Geographic is a wonderful resource as are many websites. Just search "wildlife photography" on the internet and you'll come up with many beautiful examples of wildlife photographers' work. **Be as artistic and creative as you wish** while keeping in mind that the focus of the photograph is still the **animal**.

7. **Prepare a Google Slideshow** presentation of your photos: Use the the format below:

- **Slide 1** should be a title slide that gives the species of the animal you observed and your name.
- **Slide 2** should be an Introductory Slide that gives the following information:
  - a) name of the species you were observing
  - b) the time(s) of day/date(s) when you observed it
  - c) the location in which you observed it.
  - d) description of the type of habitat in which you observed it.
- **Slides 3 - 7:** Choose your five best photos and have a slide for each.
  - Give detailed captions with each picture explaining what each photo is showing.
- **Slide 8** - The last slide should give a brief summary of your experience and observations. Please **thoughtfully** reflect on:
  - what you learned (or didn't learn) about this animal,
  - what you learned about observing wildlife
  - what you learned about making photographs of wildlife.

8. If you wish to **supplement** your photos with video clips you've recorded or sound clips you've recorded or drawings you've made or whatever, feel free. However, remember these are SUPPLEMENTS to your photos, not in PLACE of your photos.

9. **Upload** your project to our **regular Class Canvas page** when it becomes available (it's not up yet - the county won't make these available until closer to the start of school) so it can be shared with me and your classmates. NOTE: Due date is NOT until 9/24/21, so you have loads of time. There will be more on this later!

**10. IF YOU NEED HELP WITH THIS ASSIGNMENT PLEASE E-MAIL ME**

**AT: [julie\\_coleman@ccpsnet.net](mailto:julie_coleman@ccpsnet.net) Please don't be afraid to contact me! I would love to hear from you! It's hard to learn without COMMUNICATION!**

**PLEASE REMEMBER: The animal you choose MUST BE WILD! NOT CAPTIVE!  
NO ZOO ANIMALS! NO PETS! If you give me a project that involves a captive animal, you will be asked to redo it.**

**DUE DATE: FRIDAY, SEPTEMBER 22, 2023**

## SERVICE LEARNING FOR THE HUMANITIES

This course will require students to perform community service throughout their four years in the Center for Humanities, allowing them to receive a credit in Service Learning at the end of their Senior year. During this time students will be exposed to contemporary social problems facing our society and understand the role volunteers can play in finding possible solutions. Students will be expected to complete a minimum of 20 hours of volunteer work each academic year outside of school.

### Course Requirements:

#### Hours

- Students will perform 20 hours of volunteer service each year\* (minimum)  
\* year runs from the first day of summer through the last day of school, **except senior year** when all hours due in **May**
- **Suggested** breakdown of hours:  
Summer = 10 hours  
1<sup>st</sup> semester = 5 hours minimum  
2<sup>nd</sup> semester = 5 hours minimum

#### Guidelines for Volunteering

- Students will be presented with a choice of possible volunteer locations and activities—students are welcome to find other alternatives.
  - Some examples are elementary schools, hospitals, animal shelters, museums, parks, special events volunteer—please check the **service board in the Humanities library** or **Humanities website** for suggestions
- Service Advisors may be able to assist students in this endeavor
- Please register at Hands On Richmond (<http://www.handsonrva.org/>)

#### Service Journals

- Students will complete **two service journals** each 9 week period (8 per year)
- Students will receive their journal topics at the beginning of each school year (ex., personal reflection, response to short essay on volunteering, etc.). These are **also posted on the Humanities website**.

#### Student Service Days

- Students will participate in class service days each year (9-11)
- Hours from these required days will total approximately 48 by the end of their senior year
- Each year students will collectively volunteer at organizations identified by themes chosen by Service Advisors  
(For Example: Theme = food→volunteer at Central Virginia Food Bank, Homeless Shelter)

#### Senior/Graduation Requirements

- 80 minimum hours (total of all four years)
- 48 Class/Grade Level Service day hours (total of all four years)
- 32 total journals (total of all four year)
- Service project completed (organized and completed during senior year)

#### Service Advisor (Teacher)

- The role of the Service Advisor is to keep track of student volunteer hours, respond to, grade and keep journals and advise students of any volunteer issues that may arise.



# Humanities Volunteer Time Sheet

2023-2024

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

| Date | Activity | # of Hours | Signature |
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Total Number of Hours: \_\_\_\_\_

Student Signature: \_\_\_\_\_