

Humanities III Class Syllabus

Name _____

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Humanities III Blog: <http://blogs.portlandschools.org/humanities3/>

Course Description:

This four-credit course continues the integrated study of social studies with English language arts, with a focus on the historical development and current implementation of public policy in the United States. The year is titled, Mind the Gap, and is driven by two questions, “What impact will you have as a generation?” and “How can we address the widening gap between rich and poor?”.

We will begin the year by examining the widening gap between rich and poor as it relates to climate change. In social studies we will explore the historical implications of industrialization and its progressive political response. During this time in English, students will read *What is the What* by Dave Eggers and focus on developing skills related to analyzing text. Next, students will study how policy is created and choose public policy issues to research related to the widening gap between rich and poor. Their work will culminate with a symposium where each student will formally present a proposal and will be asked to defend their position.

For the second half of the year, we will shift to look closely at the potential power of human stories, specifically to examine and address the past and present economic struggles in this country. We will study the Great Depression and the more recent crisis, develop a basic understanding of economics, read literature of the south's struggles, and develop documentary skills of interview and photography. In April we will travel on Junior Journey in order to engage in service, as well as to unearth and document people's lives. Upon return, students will write, and then create multimedia pieces capturing these stories. We will culminate with a screening at a gallery in downtown Portland.

We will end the year by examining U.S. foreign policy focusing on the rise of the U.S. as a world power and our Vietnam experience. Throughout the year, we will also read literature, work in the book club structure, and focus on close reading and literary analysis. The Junior Humanities program emphasizes a variety of skill development areas, including: research skills; reading informational texts; writing for a variety of purposes; mastering rhetoric; interviewing; and crafting of literary analysis. Throughout, we will apply the thinking strategies of determining importance, inferring and synthesizing. Texts will include works associated with our time periods and the literary generations that have made an impact, such as the works of: Eggers, Steinbeck, Faulkner, Hurston, Hughes, and O'Brien.

Major Products:

Mind the Gap Public Policy Work:

Proposal, Outline, White Paper, and Presentation

Stories of the Gap Documentary Project:

Interviews, Written Oral History, Multi-Media Project

Social Studies Assessments:

Tests, Essays, Presentations and Daily Work

Literature Work:

Reading, Journal Entries, Book Club participation, Literary Analysis Papers

Materials:

- Every student should have a 3-ring binder (for handouts) and a system for notes (either handwritten or electronic) to serve as a Humanities notebook. Bring to class everyday.
- Every student should have a Marble Composition Book to be used as a response journal for English. Bring to class everyday.
- Every student should also have a 2 inch 3-ring binder that will serve as a research / expedition binder. This stays in class.

Homework:

- Students will have 30 to 60 minutes of Humanities homework each night, depending upon where we are in the curriculum.
- Homework will be checked the following class to ensure that all work is complete and of quality.
- Homework completion directly affects the H.O.W. (Habits of Work) grade. We follow the “To earn a HOW of 3, do the big three” rule. In order to earn the right to revise work, students must maintain a H.O.W. grade of 3.
- Homework will not be accepted late.

Make-up Work:

- Students are responsible for collecting and completing missed assignments.
- Following an excused absence, students will have 5 days to make-up any work missed or to arrange for the make-up of a test or presentation.
- In order to receive credit for make-up work, the absence or tardy must be excused through the school office and reflected in your Infinite Campus attendance record.

Meeting Deadlines:

- Students are expected to complete work by pre-approved deadlines.
- If students do not meet the initial deadline for an assignment, students will not receive a revision opportunity.
- If students do not meet the final deadline for an assignment, work will not be accepted.
- In line with the school's late work policy, students may submit a request for extension for major assessments (except tests) once per trimester to be approved by teacher.

Revision:

- Students must maintain a H.O.W. grade of 3 or higher in order to revise work.
- In the case of tests, students will have two revision opportunities within two weeks following the test. If a student receives an initial test grades of a 1, the review sheet for that test MUST be completed before revision.
- Tests may only be revised up to a 3. Once you have met the standard for a given test, you may not have further revision opportunities.
- Students are strongly encouraged to use block 7 to revise work that is not meeting standards.

Class Norms:

- Students are expected to bring their Humanities notebooks, response journal, iPad, a writing utensil and an open mind to class everyday.
- Students have 5 minutes passing time between classes. You are expected to be in the room in your seat when that 5 minutes ends. Your first two tardies will be forgiven.
- Smart devices should only be used when appropriate. Devices that are used inappropriately will be confiscated and given to Mr. Pierce or Mr. Shibles.
- In order to ensure clear communication, eyes must be visible. Therefore, no sunglasses, hoodies or brims facing forward.
- Please consume food / drink and take care of your bathroom needs during passing time.
- If you do need to excuse yourself from the room, please do not do so during direct instruction. Students may leave one at a time, and sign out by the door before they leave.

Principal Content Standards from the Learning Results:

English Language Arts

I. MAKING MEANING

- Making Meaning: Students use critical thinking and reading strategies to make meaning of texts and other media. This means students regularly: monitor comprehension, make connections, ask questions, determine importance, infer and synthesize.

II. READING and LITERATURE

- Elements of Literature: Students identify, analyze, and compare and contrast elements of literature (characterization, plot, voice, figurative language, etc.)
- Image as Text: Students understand the qualities of a strong image and apply reading strategies effectively to image.

III. WRITING

- Writing Process: Students use the skills and strategies of the writing process in a variety of forms (e.g., essay, short story, personal narrative, poetry) for a variety of audiences.
- Quality Writing: Students develop quality pieces of writing, including effective ideas, organization, voice, word choice, and sentence fluency.
- Writing for Purposes: Students master the ability to write effectively for a variety of purposes: to express, present, analyze, reflect, explain, and persuade.
- English Conventions: Students write and speak correctly, using conventions of standard written and spoken English.

IV. SPEAKING, PRESENTATION, AND PERFORMANCE

- Performance: Students develop skills to present their thoughts, feelings, knowledge and opinions both informally and formally in front of audiences and in well crafted presentations.
- Audience: Students are engaged, respectful, present, and supportive as members of an audience.

V. RESEARCH

- Accessing Information: Students demonstrate the ability to access and gather information from a variety of sources.
- Evaluating Sources: Students always assess the validity –readability, credibility, bias, and purpose- of a source before using it.
- Research Process: Students master the research process, including generating ideas and posing questions to propel the process forward.
- Informational Text: Students apply reading, viewing, and listening strategies to informational texts in order to effectively integrate new learning, especially while engaged in research.
- Interview: Students use the interview effectively as a research tool; students prepare appropriate questions according to their purpose, listen actively, develop thoughtful follow-up questions, and document their findings.
- Research Conventions: Students use proper conventions of research, including correctly formatted bibliography and citation.

Social Studies

I. History

- Knowledge Identify and describe major historical eras and their defining characteristics using historical sources, data and knowledge.
- Themes Identify and describe major enduring themes in history and their chronological patterns using historical sources, data and knowledge.

II. Civics and Government

- U.S. Government Demonstrate an understanding of the basic structures and processes of U.S. government by graphically depicting how our government is organized and how our government functions.
- U.S. Political System Demonstrate an understanding of how to participate in the American political system.
- Rights and Responsibilities Demonstrate an understanding of the rights and responsibilities of a citizen in a democratic republic, and how rights and responsibilities relate to the rule of law.
- World Relations Demonstrate an understanding of the nature of power and its role in world relations.

IV. Economics

- Systems Demonstrate an understanding of a variety of economic systems in the U.S. and the world, and how economics serves to inform decisions in the past, present and future.
- Markets Demonstrate an understanding of market trends within the U.S. and the world, and the impact the trends will have on personal economic decision making.

V. Acquisition and Processing of Social Studies Knowledge

- Access Information Find useful and readable informational text from multiple sources (internet, databases, statistical information, libraries, newspapers, magazines, primary sources)
- Reading Make meaning from informational text.

VI. Application of Social Studies Knowledge

- Writing Integrate information from diverse sources into a coherent understanding of an idea, event or issue.
- Argument Research, formulate and defend a position on a current social studies issue.
- Decision Making Make decisions relating to a current social studies issue.
- Action Take action using social studies knowledge and skills.