

Horizons Integrated Humanities (English 1 credit, Social Studies 1 credit)

Course Description:

Horizons Integrated Humanities is designed to provide students, identified as Gifted and Talented, with an integrated, project-based approach to World History and English. This course is taken during the 9th grade year and counts for credit in both Social Studies and English. The course focuses on the ideas of change and continuity as they apply to major ancient and modern world movements. The class incorporates economic, political, and religious movements and their intersection with art, literature, and culture.

Humanities focuses on the movements and developments that characterize world history from the post-classical period (roughly the sixth through the fifteenth centuries C.E.) through the 20th century. The theme of movement of goods, people, and ideas is stressed throughout the course, using relevant examples from multiple regions in the world across the time span. The course follows the spread of world religions in the post-classical period and moves onward to the emergence of modern western society from Renaissance to the French Revolution and the Enlightenment and Imperialism. The course then looks at the development of Industrialism in Europe and the Cultural Revolution in China, culminating in a study of the World Wars. Students are expected to read challenging materials including primary documents and multiple pieces of world literature and write extensively in a formal style. There are a number of projects that involve research, creation of visual materials, creative critical thinking, technology skills, and the development of verbal presentations. The course includes a summer assignment intended to introduce students to the content and to the level of project-based work that characterizes the course. Throughout the course, the English portion will focus on reading and analyzing primary documents and works of literature in addition to analyzing non-print texts for meaning as well rhetorical studies. Grammar and vocabulary instruction are woven throughout both the Social Studies and the English strands.

Essential Concepts and/or Questions:

- a. How did the flow of goods, peoples, and ideas shape our world?
- b. What role do change and continuity play in world politics, economics, religion, art, literature, and culture?
- c. What skills and knowledge do people need in order to use the English language to communicate effectively?
- d. What are the characteristics of strong analytical thought?
- e. What are the characteristics of quality writing?
- f. What steps are useful for creating quality writing?
- g. What are the characteristics of quality literature?
- h. After evaluating purpose and audience, how so you effectively communicate?
- i. What techniques does an author use to develop a quality essay?
- j. How do images impact our perception of facts?
- k. What is truth--how do people manipulate images and written language to create bias?

- l. What can literature teach us about ourselves, others, and the world in which we live?

Social Studies Graduation Standards

1. Applications of Social Studies Processes, Knowledge, and Skills: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)
5. Geography (MLR D): Analyze the physical, human and/or environmental geography of Maine, the United States and/or various regions of the world to explain the interdependent relationships and/or challenges facing human systems in the past, present and/or future.
6. History (MLR E): Apply and demonstrate knowledge of major eras, enduring themes, turning points and/or historic influences to analyze the forces of continuity and change in the community, the state, the United States and/or the world.

CHRHS ELA Graduation Standards

1. Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

2. Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCRA 7, 10)

3. Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCWA 1, 4, 10)

4. Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCWA 2, 3, 4, 10)

5. Writing Process

Develop and strengthen writing. (CCWA 5)

6. Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCWA 7, 10)

7. Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSLA 1)

8. Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective (CCSLA 4)

Common Core Standards (Covered under the Graduation Standards)

Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

9/10 Nonfiction: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

2. Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9/10 Nonfiction: Determine two or more themes or central ideas of a text and analyze their development over the course of a text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

9/10 Nonfiction: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9/10 Nonfiction: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

9/10 Nonfiction: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter)

6. Assess how point of view or purpose shapes the content and style of a text.
9/10 Nonfiction: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
10. Read and comprehend complex literary and informational texts independently and proficiently.
9/10 Nonfiction: By the end of grade 9 and 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
2. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
6. Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
9. Draw evidence from literary or informational texts to support analysis, reflection, and research
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each-others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Students will also meet the following outcomes:

- a. Students will be able to use the English language to communicate effectively through reading, writing, speaking, and listening.
- b. Students will be able to use the writing process as a means of effective composition.
- c. Students will be able to use applicable rules of grammar, usage, and mechanics in their writing.
- d. Students will develop and use critical thinking skills through reading, writing, and speaking processes.
- e. Students will understand the impact and influence of perspective.
- f. Students will be able to develop a deeper understanding of diversity in society through literature.

Unit Outline/Learning Strands:

- a. The course will use a variety of essays, images, and other texts to hone critical thinking skills. Students will also evaluate texts for stylistic approaches and compose their own works.

Possible texts include: Various religions texts and stories (ex. Norse mythology, Islamic texts), Various philosophical works (ex. Voltaire, Bacon), *Othello*, *Scarlet Pimpernel*, *Great Expectations*, *Haroun and the Sea of Stories*, various Latin American poetry, *China Road*, Various Chinese poetry, *Night*

- b. Students will be expected to write for a variety of purposes, demonstrate understanding through creative projects and formal assessments, use technology to enhance learning, and prepare oral presentations. Writing instruction focuses on developing students' writing skills and analytical skills. Instruction will include writing pieces that evolve through a series of drafts and edits. Students will learn how to write various modes of discourse: narration, description, and analysis. Students will be required to document their sources using both Chicago Style (for S.S.) and MLA (for English) citations.
- c. Grammar and Mechanics instruction is focused on individual student writing, addressing mechanics, clarity and variety in sentence structure as needed.
- d. Assessments may include journals, quizzes, tests, essays, presentations, projects, discussions, student- choice projects.