



Humanities Department Curriculum Guide 2019-2020

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Humanities at Gateway

What is Humanities?

Humanities combines the study of English language arts with social science, with a focus on the key literacy skills essential to both disciplines. Our units of study often pair the study of a particular historical period or social science theme with the study of literature connected to that period or theme. Humanities is also about the development of high-level literacy skills that can be applied across many disciplines in college and in the world beyond college.

What are the power standards emphasized in all grades?

The core skill emphasized in Humanities is argumentation. In order to support students in developing this skill, we focus on helping students:

- Read and make meaning of complex texts at their grade level.
- Integrate and evaluate multiple sources of information on a topic.
- Cite strong evidence from these sources to support their ideas.
- Construct strong arguments based on valid reasoning and evidence.

What other values or desired outcomes guide curriculum planning?

Humanities often means focusing on the concepts of justice and power, and thus a strong value of social justice guides the selection of many themes and topics over the four years at Gateway. In addition, units are often structured so that students can demonstrate their learning on multiple occasions, chart their progress and reflect on their growth and ongoing challenges.

What are the key practices across all grades?

Because of Humanities' focus on literacy skills, all grade levels have an independent reading program in which students choose their own books and seek to build their interest and skills in reading. In order to support writing skills, teachers provide feedback to students regularly and have one-on-one conferences with students about their writing. Classroom discussions, sometimes in the form of student-led Socratic Seminars, are also a key element of Humanities, as they help students develop their thinking on a particular topic or theme. Finally, in grades 9-11, all students prepare and present a portfolio of their work at the end of the year instead of taking a traditional final exam.

Humanities 9

Key Learning Goals

By the end of the school year, all Humanities 9 students should be able to ...

- Make and support complex claims with clear and convincing evidence and reasoning (written & aloud)
- Interpret underlying meaning and theme in increasingly difficult text
- Identify and explain the effect of several literary devices (repetition, diction, imagery, symbolism)
- Balance sharing ideas aloud and stepping back for others to speak in class discussions
- Explain how they know what they know and identify effective strategies and supports for their learning
- Use context clues and knowledge of parts of words to determine the meaning of unknown vocabulary

Essential Questions

- How do we know what is true?
- How do we become who we are?
- Which forms of government bring out the best in people and nations?
- What brings our communities together? What makes them clash or fall apart?
- What are the impacts of colonialism?
- How do ethnicity and race impact personal and institutional identity?
- How do disempowered people (re)gain power and/or liberation?
- What can we do to create social change we believe in?
- Can people change?

Units of Study

1. Forms of Government
 - Actively apply reading strategies to comprehend complex texts
 - Use of evidence to support claims
 - Historical sourcing and cross-checking
2. Pre-Colonialism, Colonialism, Post-Colonialism
 - Use close reading to analyze complex character change over time
 - Actively apply reading strategies to comprehend complex texts
 - Read and interpret maps
3. Revolutions & Social Change
 - Research and synthesis skills
 - Social movements in the 20th and 21st century
4. Afghanistan
 - Close reading of literary text for symbolism and other literary devices
 - Support interpretation of a theme

Resources, Texts, and Approaches

- Several short stories and primary sources
- Chimamanda Ngozi Adichie's *Purple Hibiscus*
- Khaled Hosseini's *The Kite Runner*
- Independent reading selections (2)
- If pursuing Honors, students will also read Achebe's *Things Fall Apart* and Hosseini's *One Thousand Splendid Suns* or Ansary's *West of Kabul, East of New York*.

Humanities 10

Key Learning Goals

By the end of the school year, all Humanities 10 students should be able to ...

- Improve argumentation and reasoning
- Support claims with evidence
- Speak and listen more effectively
- Use historical reasoning to analyze primary and secondary sources
- Analyze elements of language and details in visual texts
- Corroborate multiple sources
- Write clearly and effectively

Essential Questions

- How do ethics influence our choices?
- How can faith and belief systems shape our individual and collective identities?
- To what extent are humans more collaborative or competitive -- and why?
- How can humanity be maintained in the face of dehumanization?

Units of Study

UNITS	SOCIAL STUDIES CONTENT AREA	MAIN LITERATURE TEXTS
Unit 1:	World religions, ethics, and belief systems	<i>Life of Pi</i> , Yann Martel
Unit 2:	World War I & Nationalism	<i>All Quiet on the Western Front</i> , by Erich Maria Remarque. Independent Reading (IRP)
Unit 3:	The Holocaust and Contemporary Global Genocides	<i>Night</i> , Elie Wiesel Independent Reading (IRP)
Unit 4:	Connections Across Historical Time Periods	<i>Macbeth</i> , William Shakespeare

Humanities 11

Key Learning Goals

By the end of the school year, all Humanities 11 students should be able to ...

1. ANALYZE TEXTS:

- a. Close read literary & historical texts; Explain how details from texts support claims; Use sourcing to evaluate which sources are most reliable, biased or limited.

2. ORGANIZE WRITING:

- a. Write structured multi-paragraph arguments that are coherent within and between paragraphs, including the use of counter-arguments and rebuttals. Use the steps of the writing process to deepen and clarify our analyses.

3. RESEARCH:

- a. Identify credible resources with relevant information for a research project/question. Summarize and paraphrase those resources to develop a deep understanding of an issue. Synthesize a variety of sources to build understanding and support claims.

4. SPEAK AND LISTEN EFFECTIVELY:

- a. Participate constructively in discussions by asking questions, stating clear ideas, and using evidence, as well as building upon the comments and questions of others. Present arguments verbally demonstrating a depth of knowledge and engaging speaking skills.

Essential Questions

1. What is the American Dream and who has access to that dream?
2. How has the United States lived up to, or violated, its founding ideals of equality, opportunity, democracy, rights, and liberty?

Units of Study & Key Texts

1st Quarter Topics <ul style="list-style-type: none"> ● Race/Racism/Identity ● Jim Crow & Civil Rights ● Education and Race 	Key Texts: <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>Race: The Power of an Illusion</i> (film) Various short historical primary sources and literary pieces
2nd Quarter Topics: <ul style="list-style-type: none"> ● Poverty, Wealth & the American Dream ● The Great Depression & the New Deal 	Key Texts: Various short stories from the Progressive Era and Great Depression <i>Paycheck to Paycheck</i> (film) Short historical primary sources and current events pieces Independent Reading**
3rd Quarter Topics <ul style="list-style-type: none"> ● Immigration ● Migration ● Nativism, Discrimination & Assimilation 	Key Texts: <i>Krik? Krak!</i> by Edwidge Danticat (selections) <i>Borderlands/La Frontera</i> by Gloria Anzaldúa (selections) Short historical primary sources and current events pieces Independent historical research Independent Reading**
4th Quarter Topics: <ul style="list-style-type: none"> ● Gender ● Women's Liberation Movement ● Spreading the American Dream ● Equal Rights Amendment 	Key Texts: <i>The Poet X</i> by Elizabeth Acevedo <i>My Gender Workbook</i> by Kate Bornstein (selections) Short historical primary sources and current events pieces Independent Reading**

AP US History

Key Learning Goals

By the end of the school year, all APUSH students should be able to ...

- ☑ Understand and analyze key events, developments, and processes in American history.
- ☑ Critically analyze and evaluate American history through application of the kinds of historical thinking and reasoning skills employed by professional historians.
- ☑ Compose complex historical arguments supported by relevant evidence and plausible reasoning.
- ☑ Develop the academic habits of successful college students.

Essential Questions

How have historical developments and processes in the following themes contributed to the development of the modern United States?

- Geography & Environment
- Migration & Settlement
- Exchange, Work, & Technology
- Society
- Culture
- Identity
- Politics & Power
- America in the world

Units of Study

1. A new world (1400's-1600's)
2. The American Colonies (Late-1600's-1760's)
3. Revolution and a New Nation (1760's-1790's)
4. Growing Pains: The Early Republic (1790-1850)
5. The 'Gilded Age' & the Progressive movement (1860's-1920)
6. America enters the Modern Age (1890's-1945)
7. Eyes On The Prize: Cold War, Consumerism, Counter-culture, & Civil Rights (1945-1970)
8. The Revolution Will Be Televised: Conservatism, Globalization, & Communications (1968-2001)

Resources, Texts

- *OpenStax U.S. History* (textbook)
- Gilder Lehrman Institute of American History (website & secondary readings)
- *Crash Course U.S. History* (website)

Approaches

- Independent reading & video documentaries
- Class lecture
- Collaborative analysis and discussion/debates

Honors American Literature

Key Learning Goals

By the end of the school year, all Honors American Literature students will be able to...

- Writing:
 - Develop a clear, coherent, connected, complex argument that is fully proven through evidence and analysis, and includes a counter-argument
 - Develop complex thematic statements
 - Select potent evidence and analyze significance with cohesion to the thesis
 - Incorporate literary criticism as secondary source to support argument
 - Write complex arguments in a variety of genres
 - Write with Complexity, Clarity, Cohesion
- Reading:
 - Interpret underlying meaning in complex fiction and nonfiction text
 - Derive speaker, tone, purpose and track developments in character and theme
 - Students recognize and understand the effect of various literary devices (especially symbol, motif, image, juxtaposition)
- Speaking & Listening:
 - Engage in and lead academic discussions
 - Present complex ideas with clarity and coherence
- Student Agency:
 - Develop their capacities in each the School-wide Learning Outcomes: Community Advocacy, Self Advocacy, Respect for Differences, Critical & Creative Thinking, Models of Integrity
 - Develop their self-awareness and tools for self-regulation (including mindfulness)

Essential Questions

- **How does American Literature wrestle with the evolving ideals and promise of the American Dream? What helps us fulfill the dream and what creates a nightmare?**
- Who “belongs” in American society and who gets cast out? Who gets to decide this and what is the impact of belonging or exclusion on our identity?
- How does American literature help us understand the role of poverty and wealth in this country? What role do poverty and wealth have in shaping American ideals and personal identity?
- Which is more American: conformity or resistance? When is it more American to conform and when is it more American to resist?
- In what ways are resilience and redemption part of the American Dream or American Nightmare?

Resources, Texts, and Approaches

- Dystopian and contemporary short stories, various articles, speeches, and works of non-fiction
- *One Flew Over the Cuckoo’s Nest* by Ken Kesey
- *Homegoing* by Yaa Gyasi
- *The Great Gatsby* by F. Scott Fitzgerald
- *Raisin in the Sun* by Lorraine Hansberry
- *Their Eyes Were Watching God* by Zora Neale Hurston

English 12 ERWC

What is the Expository Reading and Writing Course (ERWC)?

The purpose of the ERWC is to prepare seniors for the reading and writing demands of college and many careers. Gateway’s ERWC is considered by the State University of California (CSU) system, the University of California (UC), and many community colleges as a “college-ready” course. **If students pass this course with a grade of A, B, or C during both semesters and are listed as Provisional on the CAASPP Test Scores**, they may be exempt from taking the English Placement Test for the CSU, UC, and selected community college campuses. They are automatically eligible for the first college-level English course—English 1A.

Key Learning Goals

Reading Rhetorically Outcomes

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words or phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author’s point of view or purpose in a text
- Analyze an author’s assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer’s arguments anticipate and address reader concerns and counterclaims
- Analyze the writer’s use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts

Writing Rhetorically Outcomes

- Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics
- Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Demonstrate the ability to observe, evaluate, and regulate one’s development as a writer of expository texts, including the identification of areas needing further growth

Listening and Speaking Rhetorically Outcomes

- Initiate and participate effectively in a range of collaborative discussions with peers
- Prepare for the thoughtful, evidence-based, and well reasoned exchange of ideas
- Collaborate with peers to promote civil, democratic discussions, and decision-making
- Pose and respond to questions that probe reasoning and evidence; examine a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify and use rhetorical strategies in discussions; and determine what additional information or research is required to deepen the investigation or complete the task.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- Present information, findings, and supporting evidence clearly, effectively, and appropriately.

Units of Study

1. What’s Next? Thinking About Life After High School
2. Rhetoric of the Op-Ed Page
3. Racial Profiling
4. Good Food/Bad Food
5. Into the Wild
6. Public Speaking
7. Film Analysis

Civics

Key Learning Goals

By the end of the school year, all Civics students should be able to ...

- ☑ Identify and explain the basic functioning of the federal government as well as the political process
- ☑ Discuss the inequities of America's criminal justice system and different processes seeking change
- ☑ Independently research a topic and organize information
- ☑ Write a well-researched, cited and comprehensive research paper
- ☑ Use the writing process to organize ideas and evidence, write, revise, and edit.
- ☑ Prepare and present oral presentations.
- ☑ Take action against injustice in the community
- ☑ Become an engaged and informed member of society

Essential Questions

- What are our essential rights and duties as Americans?
- How does government protect or restrict these rights?
- What is a social injustice, and how does it develop?
- What roles should and can individuals and the government play in eliminating social injustices?

Units of Study

- Government/Rights and Duties of Americans

We will take an in-depth look into the unfairness of our criminal justice system and potential improvements to the system. We will learn about our rights and duties as Americans; our right to be free from unreasonable police and government intrusion and our right not to incriminate yourself in response to government questioning. We will also explore the current political climate, how the three branches of the federal government operate, and how their actions impact the rights of those living in America.

- Social Justice Project

The social justice unit is one in which student groups are given the opportunity to confront a local, national or international injustice that they feel needs to be addressed. Each group identifies a social injustice that it feels is important and then conducts in-depth research on the history, causes, and potential solutions for that injustice. Students will write research papers and then formulate and implement an action plan for contributing to its specific cause. The social justice unit culminates in an *Evening of Action* symposium in which all the student groups present their work to an audience of parents, teachers, and community members.

- Economics

Students will learn about personal finance and the importance of economic planning, and the importance of saving and investing money as they prepare for their own economic independence as well as credit, the role of interest rates and ways to stay out of financial difficulty.

AP English Literature

Key Learning Goals

By the end of the school year, all AP English Literature students should be able to ...

- Writing:
 - Develop a clear, coherent, connected, complex argument that is fully proven through evidence and analysis, and includes a counter-argument
 - Develop complex thematic statements
 - Select potent evidence and analyze significance with cohesion to the thesis
 - Write complex arguments in a variety of genres
 - (As a challenge) Incorporate literary criticism as secondary source to support argument
- Reading:
 - Interpret underlying meaning in increasingly difficult text
 - Derive speaker, tone, purpose and are able to track developments in character and theme
 - Students recognize and understand the effect of various literary devices (especially symbol, motif, image, juxtaposition)
- Speaking & Listening:
 - Be insightful, helpful, and respectful in discussions
 - Listen deeply, and with presence, to each other
 - Lead discussion in addition to teacher

Essential Questions

What is human nature?

- What are the most universal human needs?
- What are the most common human weaknesses?
- What are the most honorable human virtues?
- What does it mean to love?

Units of Study

1. Assorted short stories and poems; Toni Morrison's *Sula*
2. Charlotte Perkins Gilman's "The Yellow Wallpaper", Franz Kafka's *Metamorphosis*; Assorted Prose passages & poems
3. Poetry; William Shakespeare's *Twelfth Night*
4. Assorted plays, APExam prep

Resources, Texts, and Approaches

- Past official AP English Literature exams
- Thomas C. Foster's *How to Read Like a Professor*
- Articles of literary criticism

Ethnic Studies

Key Learning Goals

By the end of the school year, all Ethnic Studies students should be able to ...

- Explore how people of color have been and are essential actors in U.S. history.
- Explain how oppression and resistance are institutionalized, interpersonal, and internalized.
- Observe that racism and other forms of dehumanization are social constructs, and we can end them.
- Identify and celebrate the triumphs of people of color, and their white allies, over oppression.
- See that all people, regardless of their privilege, can and have stood up, against oppression.
- Identify problems facing communities of color by linking them to systems of oppression.
- Situate those problems within a historical context, particularly looking at those who have struggled and continue to struggle with these problems.
- Humanize themselves, their classmates, people in their communities, and their world.
- Act with solidarity by advocating for equitable justice for themselves and others.
- Help create an environment based on thoughtful reflection and analysis of critiques with the goal of creating solutions.

Essential Questions

- How do race, ethnicity, and culture affect social relationships, communities and families, lived experiences, and our identities?
- What tactics and methods do people employ in order to gain citizenship, power, and inclusion?
- What social, political, and economic conditions impact ethnic groups now and throughout American history?

Units of Study

Unit 1 Identity and Narrative

Unit 2 Exclusion

Unit 3 Why Us? The Systemic History of Violence and Seclusion of African Americans in the US

Unit 4 The miseducation of...?

Unit 5 Stereotypes

Unit 6 Language and Power

Resources, Texts, and Approaches

- Short stories, articles, novels, and myths

Survival Skills for the 21st Century (not offered 2019-2020)

Key Learning Goals

By the end of the school year, all students should be able to ...

- ☑ Use the leadership toolkit as a vehicle for gathering and evaluating evidence, and for making informed decisions.
- ☑ Recognize their ability as individuals to ideate and implement action(s) they can take in their everyday lives to become agents of change.
- ☑ Lead by example; specifically, to design everyday actions for positive change that they can “model” for others in their community.
- ☑ Identify significant 21st century big issues that will require leadership from their generation, and have increased confidence in their ability to help fill leadership vacuums.
- ☑ Listen closely, deeply and empathetically to others-- even those with values antithetical to their own-- in order to enhance personal understanding and advance debate.
- ☑ Confidently present and model leadership solutions to their peers, in writing and orally.
- ☑ Respectfully but forcefully adopt and argue a position in a debate setting.

Essential Questions

1. Is empathy a critical component of effective leadership?
2. What skills and tools can you learn, practice and build that enable you to understand another person’s perspective and identify with that person’s emotions and concerns?
3. How does empathy-based leadership enhance your ability to gather evidence, evaluate the knowable landscapes, and make best decisions?
4. How can empathy-based leadership skills enable you to develop and implement “everyday,” solutions that creative positive change in a problem space?
5. Is leading by example a powerful way to lead? Do the best leaders “build up?”

Units of Study

1. **The Leadership Toolkit:** Identifying and practicing cognitive and affective empathy as a critical component of effective leadership
2. **Poverty and Inequality:** Applying the Leadership Toolkit to examine various perspectives on the causes of and potential solutions to poverty and inequality in the United States.
3. **The New Longevity:** Applying the Leadership Toolkit to understand the challenges and opportunities presented by increased lifespan in the 21st century.
4. **The Opioid Epidemic:** Applying the Leadership Toolkit to identify, examine, and evaluate multiple factors contributing to the current opioid crisis in the United States.

Resources, Texts, and Approaches

- Articles, medical literature, short stories, myths
- Community Partners (on campus visits by and field trips to local agencies and organizations active in the various 21st century issue areas studied. Partners will include the San Francisco Living Wage Coalition, the Harm Reduction Coalition, Sages & Seekers, and Encore.org).

