

**MIDDLE SCHOOL
ELA + HISTORY
HONORS**

**INTEGRATED ENGLISH LANGUAGE ARTS
AND HISTORY CURRICULUM**

**LITERATURE: EXAMINATION OF TIMELESS AND
UNIVERSAL THEMES THROUGH LITERATURE**

**COMPOSITION: WRITING WITHIN THE CONTENT
AREAS AND CREATIVE WRITING**

**HISTORY: ISSUES AND CONFLICTS AFFECTING
REAL PEOPLE**

**FOR THE STUDENTS OF
DR. LAURA LOWDER EDUCATIONAL
CONSULTING**

Course Description.....3

Integration of Content4

Scope and Sequence5

Standards for Learning8

Standards for the English Language Arts from the National Council for Teachers of English8

Literary Skills9

Choice Books Skills9

6+ Trait Writing10

Themes of Social Studies..... 11

C3 Framework For Studying and Connecting With History 12

Psychological Lenses for the C3 Framework * Scroll to Appendix B 12

Sociological Lenses for the C3 Framework * Scroll to Appendix C 12

Anthropologic Lenses for the C3 Framework * Scroll to Appendix D 13

Scholarly Rationale for the C3 Framework Key Points * Scroll to Appendix E. 13

Curriculum Credits and Copyright 14

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS 15

COURSE DESCRIPTION

This course is designed and developed to be taught to middle school students at an advanced, honors level. The course is intended to span an academic year and equates to a full middle school ELA course + a history elective at the middle school level. This course will prepare students for high school English and literature coursework at the honors level and sets a strong foundation for eventual AP and collegiate ELA course work.

Scholars will engage in a sequence of core units of integrated study using a carefully selected collection of rich literature; teen novels, classic short stories, and poetry, as anchors. The list of literature includes: Tuesdays with Morrie, by Mitch Albom, I Know Why the Caged Bird Sings by Maya Angelou, and The House on Mango Street by Sandra Cisneros, The Pearl by John Steinbeck, A Girl Named Disaster by Nancy Farmer, A Single Shard by Linda Sue Park, Free At Last by Sarah Bullard, The Hobbit by J.R.R. Tolkien, The World Made New by Marc Aronson and John W. Glenn, and a poetry anthology; Poetry Rocks! Modern British Poetry.

The pedagogical basis for the integrated units of study that make up this course is to provide opportunities for scholars to build their own perspectives and understanding of the world through literature-based studies in real world and, often, historical contexts. Scholars will engage in critical thinking and creativity as they analyze, synthesize, evaluate, judge, relate, collaborate, communicate, debate, discuss, develop intellectual arguments, and problem-solve in response to challenging literature. Scholars compose written pieces across genres including expository, short story, news article, argumentative, persuasive, narrative, and poetry using the 6+ Trait Writing Framework. Throughout these units of study, students engage in all twelve of the national standards published by the National Council of Teacher of English and the International Reading Association for the English Language Arts at the seventh grade level. By the end of the course, students will have engaged in opportunities to increase learning and strengthen skills across reading and writing, communicating, and listening areas.

INTEGRATION OF CONTENT

Middle School Honors Literature 2: Examination of Timeless and Universal Themes Through Literature
Required

Integrated with

Middle School Honors Composition 2: Writing within the Content Areas and Creative Writing Required

Lit + Comp. = Grade 7 English Language Arts Honors Credit

Integrated with

Middle School Honors History 2: Issues and Conflicts Affecting Real People

*Important Note: Literature List and Student Expectations will be Differentiated by Grade Level (6, 7, or 8) to provide a rigorous, yet developmentally appropriate course of study. Credit will be earned for the students' grade level. The book list in this document is for the middle school scholars.

SCOPE AND SEQUENCE

Beginning of Course Writing Sample (Pre-Course Artifact)

Introduction to Integrated Units of Study Based In Literature

Unit One: The Pearl by John Steinbeck

Summary of Skills (Scroll to “Unit One: The Pearl”)

Add Product(s) to Portfolio (To Include: Thematic Essay About the Theme of Greed Throughout the Novel)

Unit Two: A Girl Named Disaster by Nancy Farmer

Summary of Skills (Scroll to “Unit Two: A Girl Named Disaster”)

Add Product(s) to Portfolio (To Include: Thematic Essay about Courage and Strength)

Unit Three: A Single Shard by Linda Sue Park

Summary of Skills (Scroll to “Unit Four: A Single Shard”)

Add Product(s) to Portfolio (To Include: Personal Narrative About Overcoming Challenges Through Determination and Resilience with Connections to the Novel)

Unit Four: Tuesdays with Morrie, by Mitch Albom

Summary of Skills

Add Product(s) to Portfolio (To Include: Main and Minor Conflict Essay)

Unit Five: Free At Last by Sarah Bullard

Summary of Skills (Scroll To “Unit Four: Global Conflict and Civil Rights”)

Add Product(s) to Portfolio (To Include: A Research Report About the Civil Rights Movement)

Unit Six: The House on Mango Street by Sandra Cisneros

Summary of Skills

Add Product(s) to Portfolio (To Include: A Book Cover for a “House on Mango Street” with three conflicting symbols from the text with a succinct descriptive paragraph)

Unit Seven: I Know Why the Caged Bird Sings by Maya Angelou

Summary of Skills

Add Product(s) to Portfolio (To Include: *An Examination of Southern Racism in America in the 1930s and 1940s and Lingerings Into Today Tough Conversations and How To Live as an Anti-Racist in 2020* (our original ideas))

Unit Eight: The Hobbit by J.R.R. Tolkien

Summary of Skills (Scroll to “Unit Three: The Hobbit”)

Add Product(s) to Portfolio (To Include: A Graphic Comic Iteration of the Story)

Documents from American History Memorization and Recitation Challenge

Summary of Skills (Scroll Down To “Unit Two: Civics”)

Unit Nine: The World Made New by Marc Aronson and John W. Glenn

Summary of Skills (Scroll Down To “Unit Two: Civics”)

Add Product(s) to Portfolio To Include: An Argumentative Essay Arguing the Faults of Our Society’s Upholding of the Human Rights Act)

Unit Ten: Poetry Rocks! Modern British Poetry

Summary of Skills (scroll down to “Unit Five: British Poetry”)

Add Product(s) to Portfolio (To Include: Poetry Analysis and Connections Journal Entries)

Select Your Best End of Year Writing Sample (Post-Course Artifact)

Self-Evaluate to Determine Growth and Improvement and Future Writing Goals

Add Pre and Post Writing Artifacts and Self-Evaluation to Your Portfolio

STANDARDS FOR LEARNING

STANDARDS FOR THE ENGLISH LANGUAGE ARTS FROM THE NATIONAL COUNCIL FOR TEACHERS OF ENGLISH

Standard 1: Student read a wide variety of print and non print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classics, and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11: Students participate in knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

LITERARY SKILLS

CHOICE BOOKS SKILLS

- 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.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Make and discuss textual connections
- Make and discuss textual connections
- Analyze themes
- Analyze and discuss the evolution of characters
- Analyze and discuss author's style
- Analyze and discuss setting
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

6+ TRAIT WRITING

The Six Traits with Descriptions

The Six Traits Rubric for High Schoolers

THEMES OF SOCIAL STUDIES

1. Culture: Social studies should include experiences that provide for the duty of culture and cultural diversity.
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
7. Production, Distribution, and Consumption Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.
10. Civic Ideas and Practices: Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

*Sub Standards for each theme are available at <https://www.socialstudies.org/standards/strands>.

C3 FRAMEWORK FOR STUDYING AND CONNECTING WITH HISTORY

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

PSYCHOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX B

Influences on Thought and Behavior

Critical Thinking: Themes, Sources, and Evidence

Applications of Psychological Knowledge

SOCIOLOGICAL LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX C

Social Structure: Culture, Institutions, and Society

Social Relationships: Self, Groups, and Socialization

Stratification and Inequality

ANTHROPOLOGIC LENSES FOR THE C3 FRAMEWORK * SCROLL TO APPENDIX D

What It Means to Be Human: Unity and Diversity

Methods and Ethics of Inquiry

Becoming a Person: Processes, Practices, and Consequences

Global and Local: Societies, Environments, and Globalization

SCHOLARLY RATIONALE FOR THE C3 FRAMEWORK KEY POINTS * SCROLL TO APPENDIX E

The Importance of Questions

Questions as Problem-Solving Spaces

Investigative Practices and Problem-Solving Strategies

Economic Thinking

Geographic Thinking

Historical Thinking

Civic-Minded Thinking

Evidence as Understanding

Working Collaboratively to Show Understanding

Progressions Into Socio-Cultural Understanding

Understanding As Civic Engagement

National Curriculum Standards for Social Studies. National Council for the Social Studies.
<https://www.socialstudies.org/standards/strands>

CURRICULUM CREDITS AND COPYRIGHT

Moving Beyond the Page: Language Arts Curriculum Units Copyright ©2005-2020 Epiphany Curriculum, LLC <https://www.movingbeyondthepage.com/curriculum/age11to13.aspx>

Short Stories Unit Plan by Laura Randazzo

Six+ Trait Writing Model of Instruction and Assessment. Education Northwest. 2018.
<https://educationnorthwest.org/traits>.

Social Studies Themes and Standards <https://www.socialstudies.org/standards/strands>

Standard for the English Language Arts by the National Council for Teachers of English
[https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?
_ga=2.58317674.1733782660.1592371935-1791990579.1592371935](https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf?_ga=2.58317674.1733782660.1592371935-1791990579.1592371935)

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