

**HIGH SCHOOL**  
**ENGLISH + U.S. HISTORY B HONORS**  
**INTEGRATED ENGLISH LANGUAGE ARTS**  
**AND HISTORY CURRICULUM**

**LITERATURE: EXAMINATION OF TIMELESS AND  
UNIVERSAL THEMES THROUGH LITERATURE WITH A  
SOCIOLOGICAL LENS**

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

**HISTORY: UNITED STATES HISTORY  
FROM 1850-TODAY**

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

**Course Description.....3**

**Integration of Content .....4**

**Scope and Sequence .....5**

    September.....5

    October .....5

    November .....6

    December.....6

    January.....6

    February .....7

    March .....7

    April .....8

    May.....8

**Standards for Learning .....9**

    Standards for the English Language Arts from the National Council for Teachers of English .....9

**Literary Skills .....10**

    Student-Selected Book Club Skills .....10

**6+ Trait Writing.....11**

**Themes of Social Studies.....12**

**C3 Framework for studying and connecting with history.....13**

**Psychological Lenses for the c3 Framework \* Scroll to appendix B .....13**

**Sociological Lenses for the c3 Framework \* Scroll to Appendix C.....13**

**Anthropologic Lenses for the c3 Framework \* Scroll to Appendix D .....14**

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

**14**

**North Carolina Essential Standards for American History 2.....15**

**Curriculum Credits and Copyright .....17**

**NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS .....18**

# COURSE DESCRIPTION

This course is designed and developed to be taught at the high school honors level. The course is intended to span an academic year and equates to a full high school honors English credit as well as a full high school US History credit. This course will prepare students for US History, English and literature coursework at the Advanced Placement (AP) level as well as for future studies of US history, English, and literature at the collegiate level.

Scholars will engage in a sequence of core units of integrated study using the following young adult and classic short stories, poetry, drama, and novels as anchors; Tuesdays with Morrie by Mitch Albom, I Know Why the Caged Bird Sings by Maya Angelou, The House on Mango Street by Sandra Cisneros, classical short stories, A Raisin In the Sun by Lorraine Hansberry, “Introduction to Poetry” by Billy Collins, and a collection of poetry compiled by Lindsay Ann Learning.

In addition to these various genres of text, in-depth novel studies of the following texts will serve as our springboard for implementing the C3 Framework for History and an opportunity to form connections and build perspectives within the themes of history: Uncle Tom’s Cabin by Harriet Beecher Stowe, Rifles for Watie by Harold Keith, The Red Badge of Courage by Stephen Crane, Virginia’s General by Albert Marrin, Up from Slavery by Booker T. Washington, The Jungle by Upton Sinclair, All Quiet on the Western Front by Erich Remarque, The Yanks Are Coming by Albert Marrin, No Promises In the Wind by Irene Hunt, Victory in the Pacific by Albert Marrin, and Kite Runner by Khaled Hosseini.

The pedagogical basis for the integrated units of study that make up this course is to provide opportunities for scholars to inquire, question, synthesize, build their own perspectives and understanding of the world through literature-based studies in real world through historical contexts. Scholars will engage in expansive 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. As the setting and key events of each novel unfolds, scholars will build a year-long mural depicting key historical events and how they affect humans and society then and today. 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 ninth grade level. The study of each of the twelve themes of social studies as published by the National Council for Social Studies as a

part of the National Curriculum Standards for Social Studies will be interwoven throughout the course. The North Carolina Essential Standards for American History B will also be addressed. 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.

As an extension of the integrated units of study that make up the core content of this English Honors course, student-selected novel studies will engage scholars in myriad book studies that will serve as a springboard for analysis, connections, and empathy building in relation to the real people around our world.

## INTEGRATION OF CONTENT

Honors Literature: Examination of Timeless and Universal Themes Through Literature with a Sociological Lens Required (0.5 credit)
<b>Integrated with</b>
Honors Composition: Writing within the Content Areas with a Sociological Lens and Creative Writing Required (0.5 credit) <b>Lit + Comp. = 1.0 English Honors Credit</b>
<b>Integrated with</b>
Honors U.S. History <b>Required 1.0</b> <b>Honors United States History Part B: 1860-Today Credit</b>

# SCOPE AND SEQUENCE

## SEPTEMBER

Beginning of Year Writing Sample (Pre-Course Artifact)

Introduction to Integrated Units of Study Based In Literature

Unit One: Uncle Tom's Cabin by Harriet Beecher Stowe

Summary of Skills

Add Product(s) to Portfolio

Unit Two: Rifles for Watie by Harold Keith

Summary of Skills

Add Product(s) to Portfolio

## OCTOBER

Unit Three: The Red Badge of Courage by Stephen Crane

Summary of Skills

Add Product(s) to Portfolio (To Include: Overcoming Challenges Through Determination and Resilience Essay)

Unit Four: Virginia's General by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio

Unit Five: Tuesdays with Morrie, by Mitch Albom

Summary of Skills

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

## **NOVEMBER**

Unit Six: 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 Seven: 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)

## **DECEMBER**

Student-Selected Book Club Month

### Summary of Skills

Add One-Pager Products to Portfolio

## **JANUARY**

Unit Eight: Up From Slavery by Booker T. Washington

### Summary of Skills

Add Product(s) to Portfolio

Unit Nine: The Jungle by Upton Sinclair

### Summary of Skills

Add Product(s) to Portfolio (To Include: The Five Failures of Capitalism in Sinclair’s View-an Essay)

Unit Ten: All Quiet on the Western Front by Erich Remarque

Summary of Skills

Add Product(s) to Portfolio

**FEBRUARY**

Unit Eleven: A Raisin In the Sun by Lorraine Hansberry

Summary of Skills (scroll down to “Unit Four: Drama”)

Add Product(s) to Portfolio (To Include: A Dramatic Scene Recording and Dissection)

Unit Twelve: “Introduction to Poetry” by Billy Collins, and a collection of poetry compiled by Lindsay Ann Learning

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

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

Unit Thirteen: The Yanks Are Coming by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio

**MARCH**

Unit Fourteen: No Promises In the Wind by Irene Hunt

Summary of Skills

Add Product(s) to Portfolio

Unit Fifteen: Victory in the Pacific by Albert Marrin

Summary of Skills

Add Product(s) to Portfolio

Pop In Short Story Unit: Classical Short Stories Pop In Lessons with the 9th Graders

1. “Thank You, Ma’am” (Reading + Storytelling Arc)

## **APRIL**

Unit Sixteen: Kite Runner by Khaled Hosseini

### Summary of Skills

Add Final Exam Product(s) to Portfolio: Your Full Artistic and Descriptive Mural of Important People, Challenges, Victories, and Events in American History from 1850 until Today w/ Symbolism of Key Themes (Cumulative Expectations Across ELA and Social Studies)

Pop In Short Story Unit: Classical Short Stories Pop In Lessons with the 9th Graders Continued

4. “The Cask of Amontillado” by Edgar Allan Poe (Reading + Storytelling Arc)
5. “The Rules of the Game” by Amy Tan (Reading + Creative Writing)
6. “The Most Dangerous Game” by Richard Connell (Reading + Simile)
7. “Lamb to the Slaughter” by Roald Dahl (Reading + Police Report)
11. Unit Examination: Compose an Original Short Story and Annotate the Strategies That You Use and Your Emulations of the Famous Stories from Our Study

### Summary of Skills

Add Product to Portfolio (To Include: An Original Short Story of Your Own Emulating Short Stories from Our Unit of Study)

## **MAY**

Student-Selected Book Club Month

### Summary of Skills

Add One-Pager Products to Portfolio

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

## STUDENT-SELECTED BOOK CLUB 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.

\*Substandards 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

# NORTH CAROLINA ESSENTIAL STANDARDS FOR AMERICAN HISTORY 2

National Curriculum Standards for Social Studies. National Council for the Social Studies.

<https://www.socialstudies.org/standards/strands>

Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end) 2. Interpret data presented in timelines and create timelines.

Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.

Use Historical Analysis and Interpretation to: 1. Identify issues and problems of the past. 2. Consider multiple perspectives of various peoples of the past. 3. Analyze cause-and-effect relationships and multiple causation. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.

Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

Analyze key political, economic and social turning points in American History using historical thinking.

Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Analyze how economic, political, social, military and religious factors influenced United States imperialism (e.g., passing of the western frontier, new markets, Spanish American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal routes, etc.).

Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).

Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).

Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).

Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

Understand how and why the role of the United States in the world has changed over time.

Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Understand the impact of war on American politics, economics, society and culture.

Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Analyze the relationship between progress, crisis and the "American Dream" within the United States.

Analyze the relationship between innovation, economic development, progress and various perceptions of the "American Dream" since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.).

Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia, etc.).

Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the "American Dream" since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

Analyze multiple perceptions of the "American Dream" in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.).



# CURRICULUM CREDITS AND COPYRIGHT

C3 Framework. National Council for the Social Studies. <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

Lindsay Ann Learning “31 Engaging Poems for English Class” <https://lindsayannlearning.com/poems-for-high-school/>

Moving Beyond the Page: High School 1 Language Arts Curriculum Units  
Copyright ©2005-2020 Epiphany Curriculum, LLC <https://www.movingbeyondthepage.com/curriculum/high-school-1.aspx>.

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

North Carolina Essential Standards for American History B. North Carolina Department of Public Instruction. <https://files.nc.gov/dpi/documents/curriculum/socialstudies/scos/american-history-2.pdf>

Short Stories Unit Plan by Laura Randazzo

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

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)

# **NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS**

**The content created or adapted by Dr. Laura Lowder Educational Consulting is created or adapted for the use of students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It doesn't discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarships, and other school-administered programs.**