

Embedded Honors – Humanities 9

January 22, 2019

Tonight's Presentation

- **Why?** Embedded Honors – why Humanities 9?
- **Who?** Who are the teachers/students involved?
- **What?** What is embedded honors?
 - What does the Humanities 9 course look like?
 - Taking a look at student options and work samples
- **How?** How is the course going? EH Stories and Stats
 - What were students hopes going in?
 - Have those hopes been realized?
 - EH statistics . . . accepting the challenge

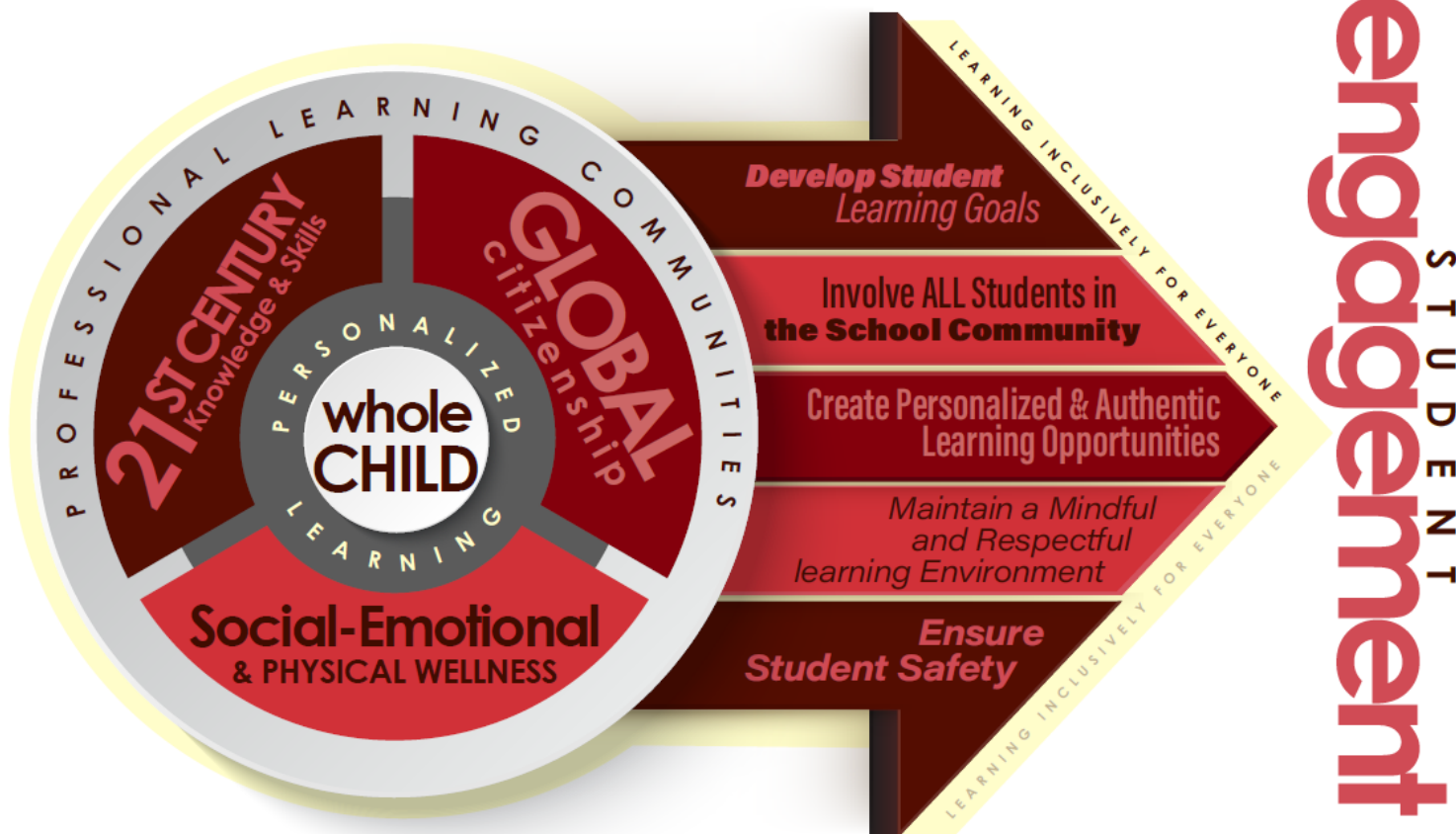
Somers High School Vision

2018 - 2019

SCSD
SOMERS CENTRAL
SCHOOL DISTRICT
Forward in Excellence



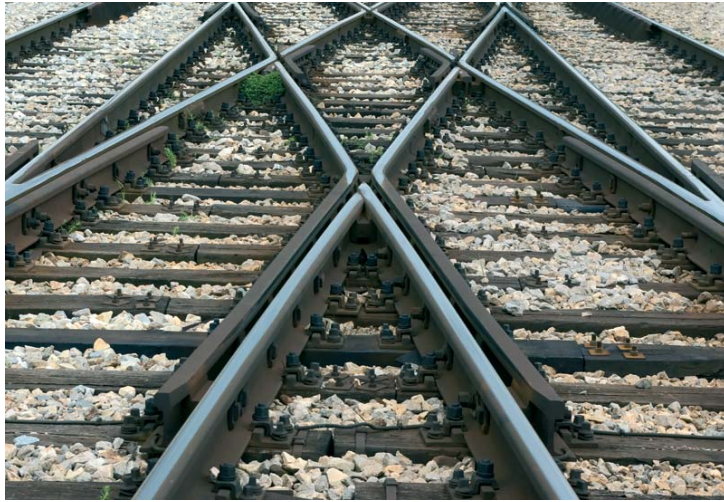
SHS SUCCESS PLAN



SUCCESS PLAN COMPLETED BY THE SHS DEPARTMENT LEADERSHIP TEAM:

MATT BENEDETTO, DEB HENDRIE, BRIAN HUGICK, TARA KEARNS, COLLEEN DERENZIS, FAM READ, MARY MCEWAN, LISA SIANO, PHIL KAVANAGH, ANGELA HOLDER, STEPHEN CARROLL, DOUG PACKARD, TERRY REYNOLDS

This



Not this

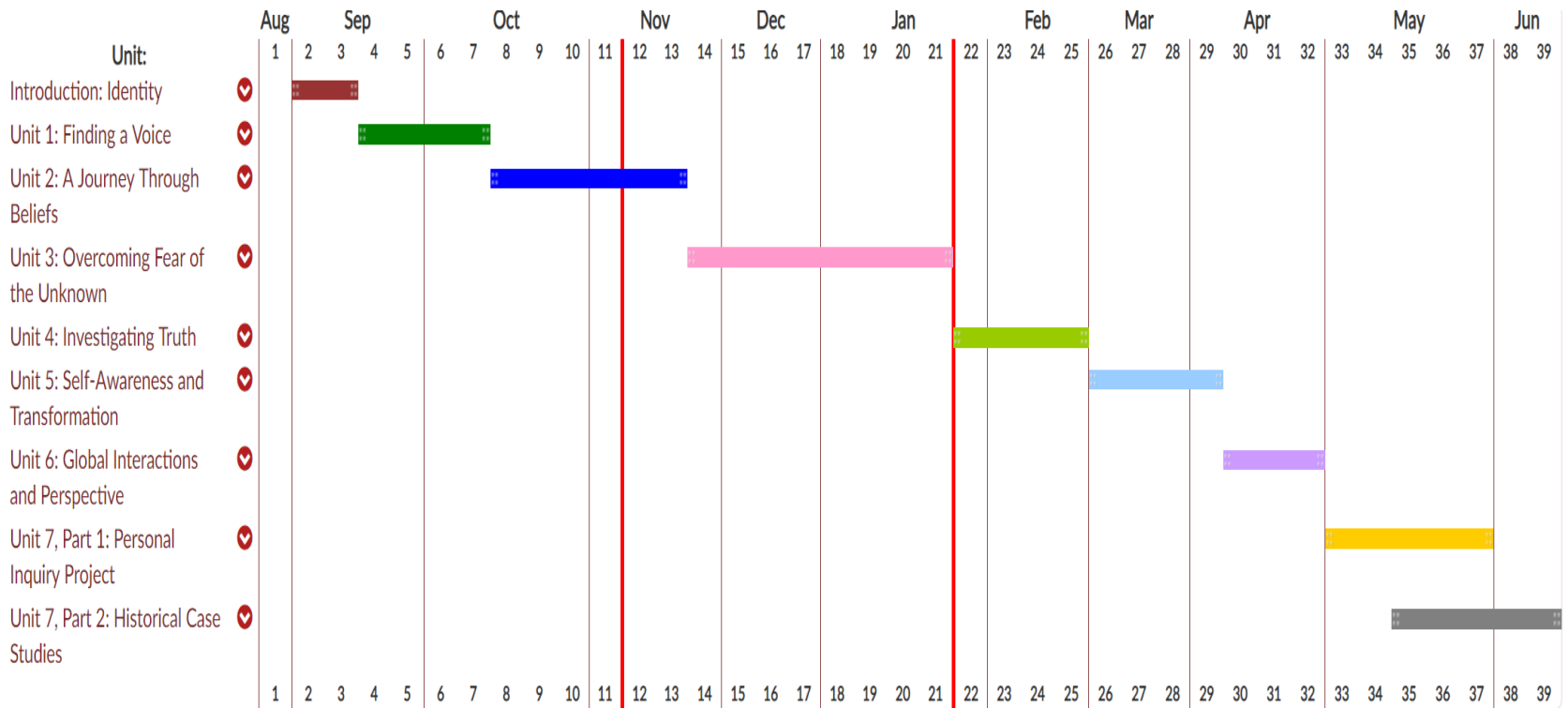


Embedded honors allows students to choose a pathway during the course of their learning – rather than be “stuck” in a certain track.

Introductions

- Tara Kearns – Social Studies Teacher and Department Leader
- Katherine DeLandri – English Teacher
- Students – with us tonight and total enrollment in class
 - Robbie Conti, Taylor Faust, Sofia Milojevic, Amelia Sheridan
- Honorable Mentions – these teachers and administrators have supported our work
 - Mark Bayer, Claire Comerford, Rob Carreira, Erin Stewart, Liz O'Shea, Matt Benedetto, Shondra McClary

Humanities 9



A Closer Look at a Unit: Overcoming Fear of the Unknown

Standards--please identify Power standards ⓘ

☒ Choose Standards

NYS: CCLS: English Language Arts 6-12

Grades 9-10

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and relevant, credible, and sufficient sources of research.

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NYS: Social Studies Framework (2017)

Grades 9-12

Social Studies Practices

C. Comparison and Contextualization

4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies); and explain how these developments have shaped the world we live in.

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their location is important, and how the location affects the lives of people.

Global History Content:

Classical Civilizations: expansion, achievement, and decline

Greece

Gupta

Han

Maurya

Maya

Qin

Rome

Golden Ages

Rise of Transregional Trade Networks

Indian Ocean complex

Mediterranean Sea complex

Silk Roads

Trans-Saharan routes

-Literacy skills:

- Satire
- Allusion
- Tone & Mood
- Absurdity
- Exaggeration
- Parody
- Irony (verbal and situational)
- Overstatement / Understatement
- Hyperbole
- Reversal
- Incongruity
- Audience / Purpose
- Narrative / Informational

Shared Concepts:

- Survival
- Patterns
- Overcoming Fear of the Unknown
- Personal Rights vs. Societal Laws
- Colonization
- Expansion
- Destruction of culture
- Others

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Enduring Understandings ⓘ

- Efficiency, equality, and justice do not always go hand-in-hand.

 Add an Attachment

Essential Questions ⓘ

- What makes a government efficient? Why?
- What is the relationship among efficiency, equality, and justice?
- What is the role of the individual in a society?
- Are personal rights necessarily sacrificed for societal success?
- How do individual needs and societal needs coexist?

Skills (What students should be able to do) ⓘ

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects:

2. Write informative/explanatory texts, including the narration of historical events or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison

Tiered Assessment Options

- **Overcoming Fear of the Unknown: Classical Civilizations and Satire**
- Part 1: You will use your knowledge of classical civilizations to design your own civilization on Mars.
- Part 2: You will use your knowledge of satirical techniques to satirize (mock, critique) aspects of the human condition within your civilization on Mars.
- *See folder for options*

Telling the Story: Student Voices

- What were your hopes going in?
- Have those hopes been realized?



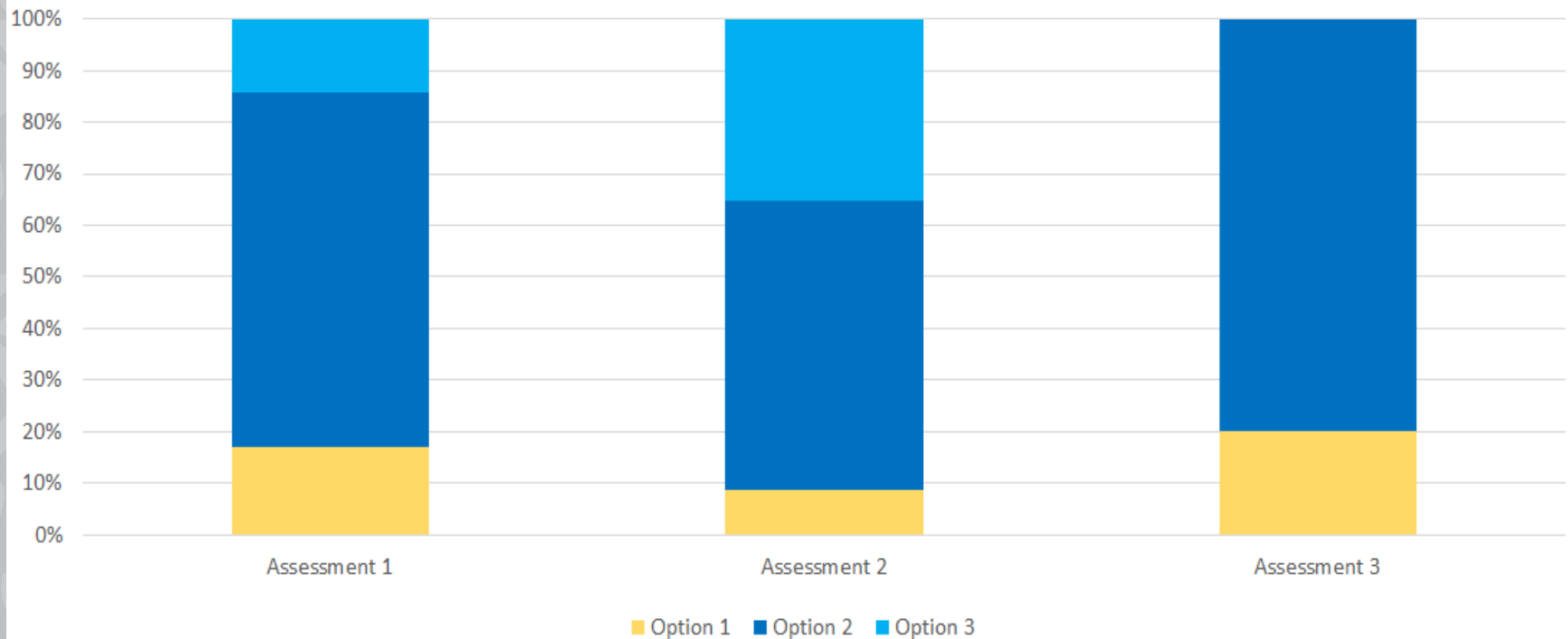
Testimonials

- **"More challenging to tie both subjects together but better for processing and learning"**
- **"Once I take a test I forget, but applying the info for a project helps me remember it."**
- **"More responsibility on ourselves to do projects. We have to ask questions."**
- **"Combining classes means we have to think more about history." (Example: Researching to get into the mind of the poet)**
- **"We're all different learners so we can show what we're best at."**
- **"Challenge without stress"**
- **"This will help in life more than facts. We can connect ideas like we will have to do in real life."**
- **"I feel that I evaluate the criteria more. I have to understand the option to decide if I can do well with it."**
- **"I am more motivated because I chose the assessment."**

projects subjects
ourselves think
life Combining stress best info
project well assessment ask feel
criteria because about
helps Researching different means
better help tie option test real take
learners together One
understand all **more** decide
mind Example show chose without
both evaluate poet facts questions Challenge
applying history forget remember ideas
responsibility motivated connect
classes like learning
processing
challenging

Assessment Data

Student Choices for Assessment Options



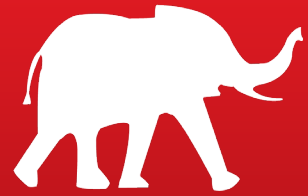
The Goal: Engagement





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*Thank you, for your time
and attention.*

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