

East Central ISD

Humanities Framework



Last Updated July, 2018

[Roles](#)

Purpose

Humanities is the Instructional program that is used to service GT/high achieving students. Humanities provides accelerated instruction, building skills through enrichment, and advanced learning opportunities for interested students in grades 6, 7, & 8.

State Goal for Services for Gifted and Talented Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Curriculum

Students in Humanities are expected to master the grade-level district curriculum for Language Arts, Reading, and Social Studies. The curriculum includes all TEKS in the content areas for the grade level and is bundled into units of study as outlined in the TEKS Resource System, or TCMPC.

Instruction

Cross Curricular

Project Based

History Day- Complete in January

Socratic Seminar

Project Based Field Quests

Text Based Projects

Assessment

Quarterly Assessments

Project Based Learning- DOK Level 4

Rubrics

Student Portfolios- digital: to include History Day score sheets, rubrics w/teacher feedback,

Measurement Topics for GT Standards

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth and complexity of the curriculum and instruction ordinarily provided by the school.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>3.1C An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p> <p>3.1.3R Opportunities are provided for career and leadership assessment and training</p>	<p>3.1E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>
<p>3.2C A continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>3.2R Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>	<p>3.2E The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula</p>
<p>3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p>3.3E Scheduling modifications are implemented in order to meet the needs of individual students.</p>
<p>3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p>3.4.1R Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p>3.4.2R Resources and release time for staff are provided for curriculum development for gifted/talented services</p> <p>3.4.3R District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p>	<p>3.4.1E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education</p> <p>3.4.2E The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>
	<p>3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	
	<p>3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p>	<p>3.6E Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.</p>

Brainstorming

- Integrate Social Studies, ELAR, and TPSP in an interdisciplinary format...
- cultivating independent thinkers...
- Incorporate history, geography, and language arts to explore a central theme based on content
- Analyze literary text from and/or about the time periods and units of study
- Produce literary text about the time periods/themes and units of study
 - Students manage balance of writing multiple pieces (ex. Expository, poem, history fair components...)
- Critical readers and compelling writers through the lens of historical themes
 - Students learn skills and strategies and apply them to a variety of texts
 - Students are given choice in reading materials (defined choice...)
 - Three text classroom- Teacher mentor text, student independent text, literature circle text)
 - Through creative and analytical writing, fiction and nonfiction reading, planned presentations, and extemporaneous speaking, students have ample opportunities to grow as thinkers and communicators.

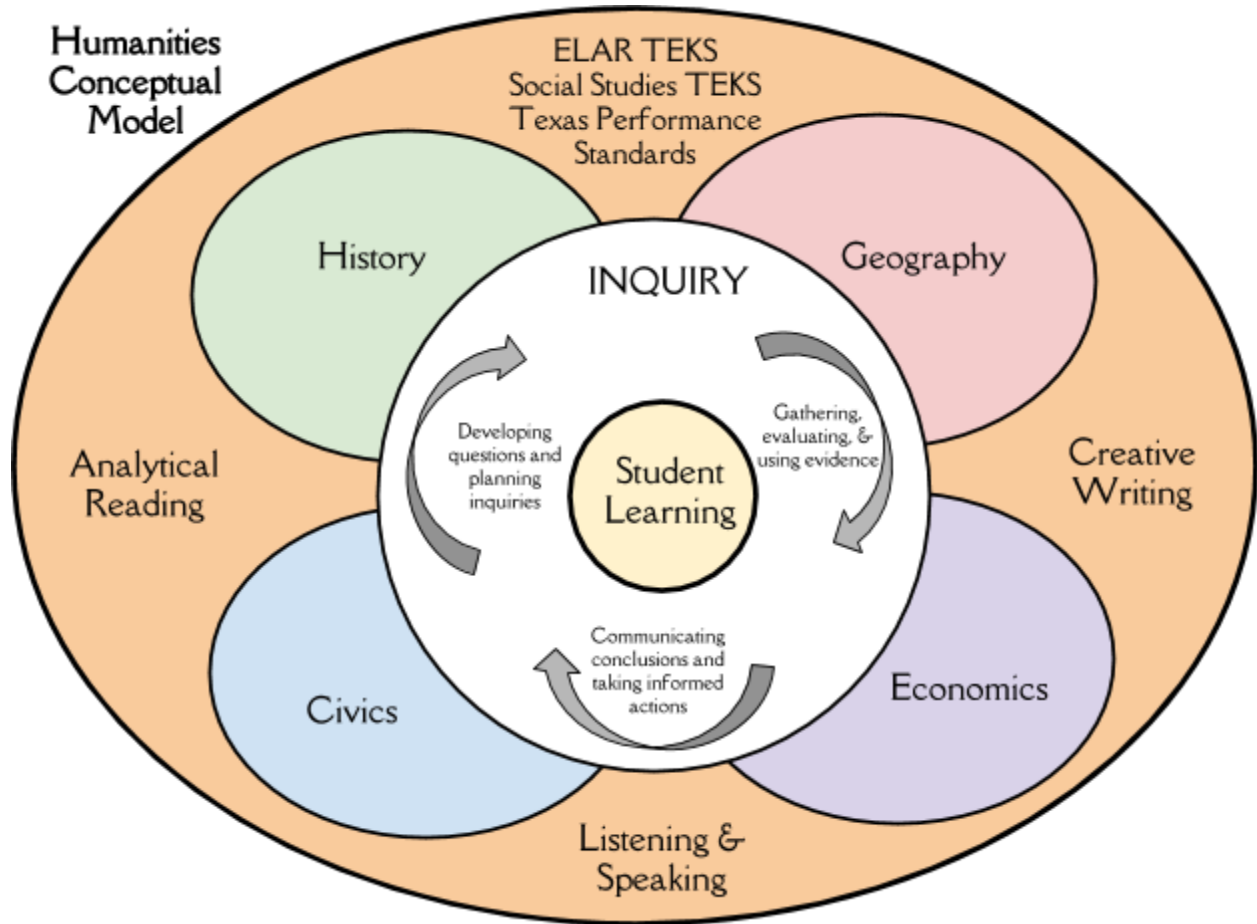
Expectations:

- Students will publish/present works for a global audience
- Participate in the History Day Fair
- Summer Projects
- Credit for independent quest opportunity- in person or virtual

Humanities Social Studies Themes by Grade Level		
6th	7th	8th
World Cultures	Texas History	Development of the United States
<p>Students will explore world cultures using an inquiry approach. They will engage in reading texts from and about cultures all over the world. It is also appropriate to incorporate text of various topics in order to support all ELA standards.</p> <p>Students in 6th grade Humanities are expected to communicate the Social Studies standards through reading and writing skills of ELA.</p>	<p>Students will explore Texas history using an inquiry approach. They will engage in reading texts from and about Texas through Exploration to modern day. It is also appropriate to incorporate text of various topics in order to support all ELA standards.</p> <p>Students in 7th grade Humanities are expected to communicate the Social Studies standards through reading and writing skills of ELA.</p>	<p>Students will explore the United States using an inquiry approach. They will engage in reading texts from and about the US time period ranging from Exploration to Reconstruction. It is also appropriate to incorporate text of various topics in order to support all ELA standards.</p> <p>Students in 8th grade Humanities are expected to communicate the Social Studies standards through reading and writing skills of ELAR.</p>

Conceptual Model

The model below illustrates the interdisciplinary approach that teachers will use in Humanities classes.



6th Grade Humanities
World Cultures Theme

Quarter 1

ELAR	Social Studies Units	GT Standards
<p>Unit 1 Exploring Literary Nonfiction and Poetry 20 Days</p> <p>Unit 2 Exploring Fiction and Drama 20 Days</p>	<p>Unit 1: Thinking Like a Geographer: The World's Geographic Patterns (10 days)</p> <p>Unit 2: Freedom for All: The United States and Canada (15 days)</p>	

TEXTS/ LESSONS

<p>Summer: Outsiders (project & presentation)</p> <p>Robert Frost poetry</p> <p>SCIFI Lit Circles Legend, The Giver, Uglies, A Wrinkle in Time, Pulse, Maximum Ride, The Glass Sentence</p> <p>Science Article connections</p>	<p>Summer: Nearpod Lessons 7</p> <p>Culture Shock TPSP</p> <p>DBQ:</p> <ul style="list-style-type: none"> April 27, 1521: Was Magellan Worth Defending? (purple book, vol.2) <p>Possible Text Selections</p> <ul style="list-style-type: none"> Slave to Fortune The Book of Awesome Women: Boundary Breakers, Freedom Fighters, Sheroes, and Female Firsts 	
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Blended Project Ideas

[National History Day](#)

Introduction/Google Interest Form <https://goo.gl/forms/XZzUmVeeZv6Gn2lf2>

Primary Sources & Selecting Sources (lessons)
Review Dates, Deadlines, Topics, & Forms
Topic selection
Thesis Writing
Process Paper

6th Grade Humanities World Cultures Theme		
Quarter 2		
Elar Units	Social Studies Units	GT Standards
<p>Unit 2 Cont. Exploring Fiction and Drama 20 Days</p> <p>Unit 3 Exploring Informational Text 20 Days</p>	<p>Unit 3: A Legacy of Colonialism: Latin America (15 days)</p> <p>Unit 4: We Are Family: Europe (15 days)</p>	
TEXTS/Lessons		
<p>Mythology & Greek Plays</p> <p>European Union</p>	<p>DBQ</p> <ul style="list-style-type: none"> The European Union: Do the Benefits of Membership Outweigh the Costs? (Blue binder) <p>Possible Text Selections</p> <ul style="list-style-type: none"> Code Talker Refugee The Cage <p>Video</p> <ul style="list-style-type: none"> One Survivor Remembers 	
Blended Projects		
<p>National History Day</p> <p>Greek Culture Studies/Europe Project TBD</p>		

6th Grade Humanities World Cultures Theme		
Quarter 3		
ELAR Units	Social Studies Units	GT Standards
<p>Unit 4A Exploring Persuasive Text and Media 10 Days</p> <p>Unit 4B Generating Connections: Literary Text</p>	<p>Unit 5: Empire and Ethnicity: Russia & the Eurasian Republics (10 days)</p> <p>Unit 6:</p>	

<p>10 Days</p> <p>Unit 5A Generating Connections: Informational Text 10 Days</p>	<p>A Crossroads of Diffusion: Southwest Asia/North Africa (10 days)</p> <p>Unit 7: Facing Challenges: Sub-Saharan Africa (10 days)</p>	
Texts/Lessons		
<p>Night MAUS I & II</p>	<p>DBQ</p> <ul style="list-style-type: none"> • How Did the Nile River Shape Ancient Egypt? (Purple binder, Vol 1) • Why Did Islam Spread So Quickly? (Purple binder, Vol. 2) • What Was the Driving Force Behind European Imperialism in Africa?(Purple Binder Vol.1) <p>Possible Text Selections</p> <ul style="list-style-type: none"> • The Romanov Family • Malala • Animal Farm • Letter to a Young Muslim • A Long Walk to Water • The Bitter Side of Sweet 	
Blended Projects		

6th Grade Humanities World Cultures Theme		
Quarter 4		
ELAR Units	Social Studies Units	GT Standards
<p>Unit 5B Generating Connections: All Genres 10 Days</p> <p>Unit 6 Exploring Through Research 20 Days</p>	<p>Unit 8: Unity and Division: South Asia (10 days)</p> <p>Unit 9: Tradition in a Modernizing World: East & Southeast Asia (10 days)</p> <p>Unit 10: Adapting Down Under: Pacific Realm (10 days)</p>	
Texts/Lessons		
<p>Iqbal Various Articles (NEWSOLA)</p>	<p>DBQ</p> <ul style="list-style-type: none"> • What Was the Driving Force Behind European Imperialism in Africa? (Purple binder, Vol. 3) 	

	<ul style="list-style-type: none">• The Great Wall of Ancient China: Did the Benefits Outweigh the Costs? (Purple binder, Vol. I) <p>Possible Text Selections</p> <ul style="list-style-type: none">• Bamboo People book for SE Asia• Never Fall Down for South East Asia• Rabbit Proof Fence for Australia (video/book)• SHEG lesson Partition of India	
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Blended Project Ideas

India Caste System Project

7th Grade Humanities
Texas History Theme

Quarter 1

ELAR Units	Social Studies Units	GT Standards
<p style="text-align: center;">Unit 1: Understanding Literary Nonfiction and Poetry (20 Days)</p> <p style="text-align: center;">Unit 2 : Understanding Fiction and Drama (20 Days)</p>	<p style="text-align: center;">Unit 1: Thinking Like A Historian</p> <p style="text-align: center;">Unit 2: Natural Texas And Its People (10 days)</p> <p style="text-align: center;">Unit 3: Exploration And Early Colonization Of Texas (15 days)</p> <p style="text-align: center;">Unit 4: Mexican Colonization And The Empresario System (6 days)</p>	

TEXTS/Lessons

<p>Summer- Lord of the Flies</p> <p>Comparative Lit Essay (Lord of the Flies/Outsiders)</p> <p>Ray Bradbury various poems The Veldt (Read Aloud) All Summer in a Day</p>	<p>Summer- Texas History Stories</p> <p>DBQ:</p> <ul style="list-style-type: none"> • Cabeza de Vaca: How did he survive? • Why did Texas almost fail as a Spanish colony? 	
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Blended Project

[National History Day](#)

Introduction/Google Interest Form <https://goo.gl/forms/3ldhStErzYP56irU2>

Primary Sources & Selecting Sources (lessons-review or teach to new students only)
Review Dates, Deadlines, Topics, & Forms
Topic selection
Thesis Writing

Cross-curricular Native Texan Project

7th Grade Humanities
Texas History Theme

Quarter 2

ELAR Units	Social Studies Units	GT Standards
<p>Unit 2 Continued:</p>	<p>Unit 4:</p>	

<p>Understanding Fiction and Drama</p> <p>Unit 3: Understanding Informational Text (20 Days)</p>	<p>Mexican Colonization And The Empresario System (6 days)</p> <p>Unit 5: Unrest And Revolt In texas (15 days)</p> <p>Unit 6: Republic Of Texas And Early Statehood (12 days)</p>	
Text/Lessons		
<p>Fahrenheit 451 cont Huck Finn</p>	<p>DBQ</p> <ul style="list-style-type: none"> Remembering the Alamo: A Personal Journal What was Sam Houston's Most Heroic Decision? 	
Blended Projects		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> National History Day </div>		

7th Grade Humanities Texas History Theme		
Quarter 3		
ELAR Units	Social Studies Units	GT Standards
<p>Unit 4A: Understanding Persuasive Text and Media 10 Days</p> <p>Unit 4B: Formulating Connections Across Literary Texts 10 Days</p> <p>Unit 05A: Formulating Connections Across Informational Texts 10 days</p>	<p>Unit 7: Texas During The Civil War And Reconstruction (12 days)</p> <p>Unit 8: Cotton, Cattle, Railroads And The Closing Of The Texas Frontier (10 days)</p> <p>Unit 9: Modernizing Texas In Ann Age Of Oil (10 days)</p>	
Texts/Lessons		
<p>Huck Finn cont. Texas Legends Texas Poetry</p>	<p>Texas declaration of secession</p> <p>DBQ:</p> <ul style="list-style-type: none"> The Civil War: Why Did Texans Fight The Long Drive: Will You Re-Up Next Year? Texas Oil and Social Change: 	

	What Story Should be Told?	
Blended Projects		
Cattle Drive Project		

7th Grade Humanities Texas History Theme		
Quarter 4		
ELAR Units	Social Studies Units	GT Standards
Unit 5B: Formulating Connections Across All Genres 10 days Unit 6: Generating Research 20 days	Unit 10: Texas During The Great Depression And WWII (10 days) Unit 11: Civil Rights And Conservatism Bring Changes (10 days) Unit 12: Contemporary Texas (10 days)	
Texts/Lessons		
	DBQ: <ul style="list-style-type: none"> • What Caused the Dust Bowl? • Was WWII A Watershed Event for Texas? • Politics or Principle: Why did LBJ Sign the Civil Rights Act of 1964? 	
Blended Project Ideas		
Cattle Drive Cont.		

8th Grade Humanities
U.S. History Theme

Quarter 1

ELAR Units	Social Studies Units	GT Standards
<p style="text-align: center;">Unit 1: Analyzing Fiction and Drama 20 Days</p> <p style="text-align: center;">Unit 2: Analyzing Literary Nonfiction and Poetry 14 Days</p>	<p style="text-align: center;">Unit 01: Thinking Like A Historian</p> <p style="text-align: center;">Unit 02: Colonial America – Life in a New Land 1587-1763 (15 days)</p> <p style="text-align: center;">Unit 03: American Independence – Restlessness to Rebellion 1763-1783 (10 days)</p>	

Texts/Lessons

<p>Summer Reading: Copper Sun Protestant Reformation & 95 Theses Common Sense Paine's Letter to Washington Patrick Henry Speech Washington's Farewell Address Allegory of the Cave Anthem</p>	<p>DBQ:</p> <ul style="list-style-type: none"> Jamestown, why did so many men die? What caused the Salem Witch Trial Hysteria of 1692? Valley Forge: Would you have quit? What caused the American Revolution? How Revolutionary was the American Revolution? (black binder) 	
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Blended Projects

[National History Day](#)

Introduction/Google Interest Form <https://goo.gl/forms/asRWBiuVHCNkqwnl2>

Primary Sources & Selecting Sources (lessons only for new students)
Review Dates, Deadlines, Topics, & Forms
Topic selection
Thesis Writing
Process Paper

Federalist vs. Antifederalist Debate

8th Grade Humanities
U.S. History Theme

Quarter 2

ELAR Units	Social Studies Units	GT Standards

<p>Unit 2B: Analyzing Persuasive Text 10 Days</p> <p>Unit 3: Analyzing Informational Text 20 days</p>	<p>Unit 04: Writing The Constitution– Creating A More Perfect Union 1783-1791 (10 days)</p> <p>Unit 05: Early Republic- Addressing Challenges 1789-1828 (10 days)</p> <p>Unit 06: Age of Jackson – Democracy Expands 1820s-1830s (10 days)</p>	
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Texts/Lessons

<p>Anthem cont. European Romanticism</p>	<p>Federalist/ Anti Federalist Writings English Bill of Rights Washington's Farewell Address Alien and Sedition Acts Monroe Doctrine</p> <p>DBQ:</p> <ul style="list-style-type: none"> • How did the Constitution Guard Against Tyranny? • How Free Were Free Blacks in the North? • How Democratic was Andrew Jackson? (black binder) 	
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Blended Project Ideas

[National History Day](#)

Introduction/Google Interest Form <https://goo.gl/forms/asRWBiuVHCNkqwn12>

Primary Sources & Selecting Sources (lessons-only for new students)
Review Dates, Deadlines, Topics, & Forms
Topic selection
Thesis Writing
Process Paper

Cont. Fed/AntiFed Debate

**8th Grade Humanities
U.S. History Theme**

Quarter 3

ELAR Units	Social Studies Units	GT Standards
<p>Unit 4A: Creating Connections Across Literary Text 10 days</p> <p>Unit 4B: Creating Connections Across Informational Text 10 days</p> <p>Unit 5A:</p>	<p>Unit 07: Western Expansion- from Sea To Shining Sea 1780s-1850s (8 days)</p> <p>Unit 08: Industrialization And Reform 1800s-1850s (12 days)</p>	

Creating Connections Across All Genres 10 days	Unit 09: Sectionalism- Growing Division 1820s-1850s (10 days)	
Texts/Lessons		
Transcendentalism/Anti Transcendentalism Poe Melville Hawthorne Emmerson Thoreau Debate	Civil Disobedience- Thoreau American Progress- John Gast Declaration of Sentiments DBQ: <ul style="list-style-type: none"> Was the United States Justified in Going to War with Mexico? The California Gold Rush: A Personal Journal 	
Blended Projects		
Reform Movements Debate (Rights & Responsibilities)		

8th Grade Humanities U.S. History Theme		
Quarter 4		
ELAR Units	Social Studies Units	GT Standards
Unit 5B: Media Literacy 10 days Unit 6: Producing Research 20 days	Unit 10: Civil War- The Endangered Union 1860-1865 (10 days) Unit 11: Reconstruction- Rebuilding The Union 1865-1877 (10 days) Unit 12: Rights And Responsibilities- Life In A Democracy (10 days)	
Texts/Lessons		
Debate	Huckleberry Finn Tom Sawyer Killer Angels Red Badge of Courage Behind the Rebel Lines Code Talker: Navajo Marines in WWII DBQ: <ul style="list-style-type: none"> What was Harriet Tubman's Greatest Achievement? The Battle of Gettysburg: Why was it a Turning Point? North or South: Who killed Reconstruction? What Caused the Civil War? (black binder) 	

Blended Project Ideas

Public Forum Debate (Current event + student choice)