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| **Course Description:** Please share an overview or brief description of the course? Why will it be interesting for our students? What will they gain from completing the course? |
| **The Quest For Human Destiny** is an exploration of who we are, how we came to be us, and where we are going next. This course focuses on how our community shapes our identities, as well as how *we* shape the identity of our community. We will also explore the state of the country and decipher how it is we have arrived at this all important crucible in history. Students will come away with a better understanding of our individual talents and influence as we investigate our accountability for the choices we make every day.  **The Quest For Human Destiny** is designed to drive intellectual growth and academic skills. We will think deeply about our world while we work vigorously to improve our reading and writing skills in preparation to succeed in a competitive society. Strong skills such as inquisitiveness, teamwork, literacy and articulation pave the way for a brighter future, a future we aspire to effect. In these uncertain times, the course will be technology driven so students become proficient with skills needed to succeed in today’s economy. |
| **Enduring Understandings:** What are the most important ideas with which you want students to leave your course? *Students will understand that…* |
| |  | | --- | | * Literature is a source of power that shapes who we are by exposing us to new ideas and urging us to feel empathy for others. | | * Reading literature from our own background has an impact on our development. Reading the   literature of people from diverse backgrounds broadens our perspectives and makes us more well-rounded. | | * Taking a personal interest in our education and making an investment in improving our reading and * writing skills has tremendous value. | | * Every reader and writer can improve their skills to become more capable and confident. | |

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| **Specific Academic skills**: By end of the course, what skills will students improve on to help prepare for the next grade, Regents exam, and graduation? *At the end of this course, students will be able to:* | |
| * Write a Regents level 4, 5 or 6 essay | * Identify various literary elements & techniques (e.g., theme, point of view & figurative language) |
| * Analyze an extensive range of print and non-print texts in media forms old and new | * Use proper grammar, punctuation, and citations |
| * Think critically about a book and articulate those thoughts academically | * Write a comprehensive, argumentative essay supporting a thesis statement. Write well-developed paragraphs with a topic sentence, evidence and analysis. |
| * Gather, comprehend, evaluate, synthesize, and report on information and ideas | * Feel confident taking the Regents multiple-choice test (by improving their reading comprehension skills) |
| * Use SAT and Regents level grammar | * Work successfully both individually and in groups |

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| **CCL Standards:** Which Common Core Learning Standards will drive your overall curriculum and directly connect to each unit of study and targeted academic skills? *Please write out the complete text for the standards you include.* |
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| **WRITING**   * [CCSS.ELA-Literacy.WHST.9-10.1](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/) Write arguments focused on *discipline-specific content*. * [CCSS.ELA-Literacy.WHST.9-10.5](http://www.corestandards.org/ELA-Literacy/WHST/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **LITERACY**   * [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail 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. * [CCSS.ELA-Literacy.RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * [CCSS.ELA-Literacy.RL.9-10.10](http://www.corestandards.org/ELA-Literacy/RL/9-10/10/) By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. |

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| **PERIODIC ASSESSMENT SKILL:** *What skill(s) will you assess and track each academic quarter? Describe how student progress on this specific skill will be assessed* |
| Understanding – quizzes, tests, projects, papers, discussions, classwork |

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| **Assessments of Skills/Standards:** *Describe major formative and summative measures you will use to assess student progress in your course.* |
| **FORMATIVE ASSESSMENTS**   * **Summaries and Reflections** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language. * **Lists, Charts, and Graphic Organizers** Students will organize information, make connections, and note relationships through the use of various graphic organizers. * **Visual Representations of Information** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps address classroom diversity, preferences in learning style, and different ways of "knowing." * **Collaborative Activities** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts. |
| **SUMMATIVE ASSESSMENTS**   * **Essays** Students will create a thesis that they must prove using specific textual evidence and analysis. * **Tests/Quizzes** Students must recall and understand specific plot events, themes, characters, literary techniques, vocabulary, etc. in order to answer multiple choice questions, as well as short answer and essay questions on various tests and quizzes. * **Projects** Students will use their creative energies to produce a song, painting, poem, story, etc. that summarizes the concept of a piece of literature. |

**Units of study:** What units will you cover during the course? *The units should directly connect to be the Enduring Understandings, specified academic skills and the chosen CCLS.*

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| 1. Identity & Culture |  | 5. |
| 2. History of Black in America |  | 6. |
| 3. Activism |  | 7. |
| 4. Fate v. Free Will |  | 8. |

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| **Texts/Media:** *In this unit, students will study the following texts, media, and resources* |
| 1A. *Drown* by Junot Diaz  ---Film: Peter Sollett’s “Raising Victor Vargas”  ---Music: A) “Get By” by Talib Kweli  &  1B. *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah  ---Film: Kim Nguyen’s “Rebelle” aka “War Witch”  ---Music: A) “What’s Beef?” by Mos Def & Talib Kweli  ---Non-fiction: A) [Philosophy Dispatches](http://www.psychologytoday.com/blog/philosophy-dispatches): Thoughts on human nature by David Livingstone Smith, Ph.D.  “Dehumanization, Genocide, and the Psychology of Indifference Understanding the psychology  of dehumanization.”  December 2, 2011  <http://www.psychologytoday.com/blog/philosophy-dispatches/201112/dehumanization->  [genocide-and-the-psychology-indifference-0](http://www.psychologytoday.com/blog/philosophy-dispatches/201112/dehumanization-)  B) “Shocking PTSD, suicide rates for vets”  Face the Facts: A Project of The George Washington University  June 6, 2013  <http://www.facethefactsusa.org/facts/the-true-price-of-war-in-human-terms/>  C) “Combat Veterans With PTSD, Anger Issues More Likely To Commit Crimes: New Report”  by David Wood, Huffington Post  October 9, 1012  <http://www.huffingtonpost.com/2012/10/09/veterans-ptsd-crime-report_n_1951338.html>  --Psychology: Various psychological experiments such as “The Stanford Prison Experiment”, “Blue Eyes, Brown Eyes”, etc.  2. ***The 1619 Project from the NYTimes***  *-History of being black in America from slavery to BLM*  *--Literature: Various pieces based on events from American History*  *-Timeline project\*\*\*\* (Students will create their own timelines that reflect the stories they have read)*  3. ***Activism****-- Creating news from a student’s perspective using credible sources.*  *Video: Various news clips*  *Non-fiction: Various articles*  (Possibly) Shaun King’s “How To Make Change”  4. *Macbeth* by William Shakespeare  ---Film: Roman Polanski’s “Macbeth”  ---Non-fiction: Various non-fiction pieces |
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| **Course Rules and Guidelines:** *Describe the necessities that will result in student success for this course.* | |
| 1. Attendance – be in class every day, participate, cameras on (remote learning),  2. Punctuality – be in class on time, (unless tech difficulties)  3. Effort – try your hardest, study every day,  don’t become discouraged, don’t become  arrogant, challenge yourself to be better, never be scared to share, respect the space,  4. One Mic – one person speaks at a time while everyone else is muted  5. Respect – value everyone’s different ideas and  opinions  6. Cleanliness – keep the room clean by cleaning up after yourself, keep your Google classroom submissions organized, | **Blended Learning Guidelines:**   1. Students must be logged in to receive attendance credit 2. Students must keep their cameras on 3. Students will be given breaks in order to move around and remain focused 4. Students MUST submit their work via Google Classroom at the assignment date and time given 5. Students who do not participate will lose credit for their participation grade. Participation can also include typing APPROPRIATE comments into the chat on Zoom 6. Students can contact teachers to schedule time to speak if they are in need of help during office hours 7. If students are unable to submit assignments on time they must notify the teacher AHEAD of time so they can schedule office time and know when to expect the work |