

HUMANITIES LANGUAGE

ARTS 8— SAMPLE PARTIAL OUTLINE
MISSING LIST OF MUSIC, ART, ARCHITECTURE,
DANCE, AND RELIGION/PHILOSOPHY
CONNECTIONS

NOVELS

Morning Girl by Michael Dorris
A Raisin in the Sun by Lorraine Hansbury
Fahrenheit 451 by Ray Bradbury
To Kill a Mockingbird by Harper Lee
The Taming of the Shrew by Shakespeare
Night by Elie Wiesel
The Narrative of Frederick Douglass

| Months | Social Studies AIM's | Reading AIM's | Writing AIM's | Humanities Connection |
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| August September October | <p><u>The student can:</u> *analyze primary and secondary sources for perspectives *analyze how events are shaped by geography *explain the economic and religious reasons for exploration and the impact on indigenous peoples *analyze the roots of our nation as seen through social justice (slavery and Native Americans)</p> | <p><u>The student can:</u> *provide BEST evidence from the text to make inferences *summarize text (fiction) *analyze plot/setting/character *connect theme with symbols *define word meanings with context clues *infer word meaning *define words by understanding the root words and affixes</p> | <p><u>The student can:</u> WRITE AN ESSAY *write a thesis statement *determine details from text to support thesis *write an introduction to hook reader *write a conclusion to show deeper learning *write in complete sentences and correct paragraphs</p> | <p><u>Independence</u> How and why do people seek to control their own destiny? *comparing <i>Morning Girl</i> with “The Naming of Names” and Christopher Columbus Trial *<i>A Raisin in the Sun</i> *nonfiction articles to analyze the American identity/Dream</p> |
| November December | <p><u>The student can:</u> *analyze primary and secondary sources for perspectives *analyze how events are shaped by geography *examine the events leading to the American Revolution and how it affected various groups *explain how the Declaration of Independence and U.S. Constitution was created and how they impact today's society</p> | <p><u>The student can:</u> *determine central idea/theme *make predictions and inferences based on evidence *compare/contrast between media/genre *define unknown words using context clues and figurative *use text features to answer questions</p> | <p><u>The student can:</u> WRITE A LITERARY ANALYSIS *write a thesis statement *use inferences to analyze literature *incorporate BEST evidence to support thesis statement *write an introduction and conclusion for the reader *use advanced and technical vocabulary *be original</p> | <p><u>Power</u> Can power be shared by the people? *comparing a dystopian society of <i>Fahrenheit 451</i> with nonfiction articles of democracy and the Constitution *short stories: “Three Questions” by Tolstoy and “The Flying Machine” by Bradbury</p> |

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| <p>January February March</p> | <p><u>The student can:</u> *analyze primary and secondary sources for perspectives *analyze how events are shaped by geography *examining the role of the presidency through the lens of past and present *analyze the role of expansion (Westward and in communities through gentrification and suburbs) to various groups in multiple ways *analyze the economic, social and political impact of stereotypes and bias *investigate the Industrial Revolution in various parts of the word and times</p> | <p><u>The student can:</u> *determine the author's point of view/purpose for writing *make pro/con supporting claims *cite BEST text evidence to make inferences *examine figures of speech, analogies, connotation, denotation, etc. *analyze the use of symbolism, irony and allusion in complex text</p> | <p><u>The student can:</u> WRITE AN ARGUMENTATIVE ESSAY *choose one side to defend with facts *use appropriate transition words *lay out argument *use the pro/con approach to show multiple sides of a topic</p> | <p><u>Identity</u> Do social justice and true democracy intersect in terms of race, class and gender in the U. S.? *analyzing <i>To Kill a Mockingbird</i> to compare text to text and to today's society *conducting a social class study to compare then and now *using Shakespeare's <i>Taming of the Shrew</i> and short stories to examine women's role in society</p> |
| <p>April May June</p> | <p><u>The student can:</u> *analyze primary and secondary sources for perspectives *analyze how events are shaped by geography *examine the causes of the Civil War and the Holocaust through different perspectives *analyze how choices made by companies and countries have implications and consequences today *understand the role of upstanders and bystanders throughout our history</p> | <p><u>The student can:</u> * cite BEST text evidence to make inferences *summarize non-fiction text * use text features to answer questions *analyze plot/characters/ setting to determine how changes effect</p> | <p><u>The student can:</u> WRITE CREATIVELY *write poetry with rhythm and flow using line breaks and stanzas *add descriptive and figurative language *tell a story using well-developed characters, setting, conflict and resolution</p> | <p><u>Democracy</u> Are President Obama and Scout Finch correct in their definition of democracy: "For every two steps forward, it often feels we take one step back. But the long sweep of America has been defined by forward motion, a constant widening of our founding creed to embrace all, and not just some." *<i>Night</i> *<i>The Narrative of Frederick Douglass</i> *poetry and nonfiction articles *USHMM connections *the Holocaust, Rwanda and Sudan</p> |