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### Humanities at Gateway

#### What is Humanities?

Humanities combines the study of English language arts with social science, with a focus on the key literacy skills essential to both disciplines. Our units of study often pair the study of a particular historical period or social science theme with the study of literature connected to that period or theme. Humanities is also about the development of high-level literacy skills that can be applied across many disciplines in college and in the world beyond college.

#### What are the power standards emphasized in all grades?

The core skill emphasized in Humanities is argumentation. In order to support students in developing this skill, we focus on helping students:

- Read and make meaning of complex texts at their grade level.
- Integrate and evaluate multiple sources of information on a topic.
- Cite strong evidence from these sources to support their ideas.
- Construct strong arguments based on valid reasoning and evidence.

#### What other values or desired outcomes guide curriculum planning?

Humanities often means focusing on the concepts of justice and power, and thus a strong value of social justice guides the selection of many themes and topics over the four years at Gateway. In addition, units are often structured so that students can demonstrate their learning on multiple occasions, chart their progress and reflect on their growth and ongoing challenges.

#### What are the key practices across all grades?

Because of Humanities' focus on literacy skills, all grade levels have an independent reading program in which students choose their own books and seek to build their interest and skills in reading. In order to support writing skills, teachers provide feedback to students regularly and have one-on-one conferences with students about their writing. Classroom discussions, sometimes in the form of student-led Socratic Seminars, are also a key element of Humanities, as they help students develop their thinking on a particular topic or theme. Finally, in grades 9-11, all students prepare and present a portfolio of their work at the end of the year instead of taking a traditional final exam.

# Humanities 9

## Key Learning Goals

By the end of the school year, all Humanities 9 students should be able to ...

- Writing:
  - Have a clear, coherent, complex argument that is fully proven through evidence and analysis
  - Development of complex thematic statements
  - Select potent evidence & analyze significance of a variety of literary devices
- Reading:
  - Interpret underlying meaning in increasingly difficult text; communicate the effect of style in text
  - Use context clues to determine the meaning of unknown vocabulary
  - Derive speaker, tone, purpose, and track developments in character and theme
- Speaking & Listening
  - Shares ideas regularly, know when to step back and let others speak
  - Be insightful, helpful, and respectful in discussions
  - Lead discussion in addition to teacher

## Essential Questions

- How do our identities form? How do we become who we are?
  - How are people influenced by their gender, race, ethnic, class, and cultural identity?
  - How do people's ethics affect their actions?
- How do historical forces and institutions shape us?
  - How did and how does colonialism affect us?
  - How do you decide what is true?
  - How can people gain power/liberation?
  - Why do cultures clash? When they do, what happens and why?

## Units of Study

1. Latin America
  - Use of evidence to support claims
  - Use close reading to analyze complex character change over time
  - Historical sourcing and cross-checking
2. Africa
  - Actively apply reading strategies to comprehend complex texts
  - Analyze the development of a central idea over the course of a text
  - Read and interpret maps
3. Revolutions
  - Research and synthesis skills
  - Social movements in the 20th and 21st century
4. Afghanistan
  - Close reading of literary text for symbolism and other devices

## Resources, Texts, and Approaches

- Laura Esquivel's *Like Water for Chocolate*
- Chinua Achebe's *Things Fall Apart*
- Chimamanda Ngozi Adichie's *Purple Hibiscus*
- Khaled Hosseini's *The Kite Runner* and *Thousand Splendid Suns*
- Independent reading selections

# Humanities 10

## Key Learning Goals

*By the end of the school year, all Humanities 10 students should be able to ...*

- Improve argumentation and reasoning
- Support claims with evidence
- Speak and listen more effectively
- Analyze historical evidence and literature
- Contextualize and corroborate evidence
- Write clearly and effectively

## Essential Questions

- Under what conditions is savagery justified in the name of civilization?
- Are humans more naturally collaborative or competitive?
- What factors affect our universe of obligation?
- What qualities make a successful leader?

## Units of Study

UNITS	SOCIAL STUDIES CONTENT AREA	MAIN LITERATURE TEXTS
<b>Unit 1:</b>	Current Events Industrialization	<i>Lord of the Flies</i> , William Golding
<b>Unit 2:</b>	World War I & the Modern World	<i>All Quiet on the Western Front</i> , by Erich Maria Remarque. Independent Reading (IRP)
<b>Unit 3:</b>	The Holocaust and Contemporary Global Genocides	<i>Night</i> , Elie Wiesel
<b>Unit 4:</b>	Connections Across Historical Time Periods	<i>Macbeth</i> , William Shakespeare

# Humanities 11

## Key Learning Goals

*By the end of the school year, all Humanities 11 students should be able to ...*

1. **IDENTIFY EVIDENCE:** Use strong and thorough evidence from a text to support their arguments.
2. **ANALYZE EVIDENCE:** Analyze evidence in a sophisticated and thorough manner to support their arguments.
3. **INTEGRATE & EVALUATE TEXTS:** Use skills of sourcing, contextualization and corroboration to analyze multiple texts and synthesize them into a single argument.
4. **ORGANIZE WRITING:** Write structured multi-paragraph arguments that are coherent within and between paragraphs, including the use of counter-arguments and rebuttals.
5. **IMPROVE GRAMMAR & STYLE:** Write in complete sentences of varied length and sophistication using sophisticated and appropriate vocabulary for their purpose.

We will also teach, learn about and assess other key skills, including:

- Reading Strategies
- Speaking & Listening
- Literary Devices
- Research
- Independent Reading Process
- Revision of Writing
- Critical Thinking

## Essential Questions

How has the United States lived up to, or violated, its founding ideals of equality, opportunity, democracy, rights, and liberty?

## Units of Study & Key Texts

<b>1<sup>st</sup> Quarter Topics</b> <ul style="list-style-type: none"> <li>● Slavery &amp; Abolition</li> <li>● Civil War &amp; Reconstruction</li> <li>● Social Movements of the 20<sup>th</sup> Century</li> </ul>	<b>Key Texts:</b> <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass Various short texts by abolitionists and social activists (Martin Luther King Jr., Cesar Chavez, Harvey Milk, etc.) Various short historical primary sources <i>History Alive</i> (history textbook)
<b>2<sup>nd</sup> Quarter Topics</b> <ul style="list-style-type: none"> <li>● Immigration</li> <li>● Migration</li> <li>● The Great Migration</li> <li>● Nativism, Discrimination &amp; Assimilation</li> </ul>	<b>Key Texts:</b> <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston & James Houston <i>Stealing Buddha's Dinner</i> by Bich Minh Nguyen Short historical primary sources and current events pieces Independent historical research Independent Reading
<b>3<sup>rd</sup> Quarter Topics:</b> <ul style="list-style-type: none"> <li>● Poverty, Wealth &amp; the American Dream</li> <li>● The Great Depression &amp; the New Deal</li> </ul>	<b>Key Texts:</b> <i>The Grapes of Wrath</i> by John Steinbeck <i>History Alive</i> (history textbook) Various photos, film & songs of the Great Depression Short historical primary sources and current events pieces
<b>4<sup>th</sup> Quarter Topics:</b> <ul style="list-style-type: none"> <li>● World War II</li> <li>● The Cold War &amp; the Vietnam War</li> </ul>	<b>Key Texts:</b> <i>The Things They Carried</i> by Tim O'Brien <i>History Alive</i> (history textbook)

● 9/11 & the War on Terror	Short historical primary sources and current events pieces
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## AP US History

### **Key Learning Goals**

*By the end of the school year, all APUSH students should be able to ...*

- Understand and analyze key events, developments, and processes in American history.
- Critically analyze and evaluate American history through application of the kinds of historical thinking and reasoning skills employed by professional historians.
- Compose complex historical arguments supported by relevant evidence and plausible reasoning.
- Develop the academic habits of successful college students.

### **Essential Questions**

How have historical developments and processes in the following themes contributed to the development of the modern United States?

- Migration
- America in the world
- Geography & Environment
- Politics & Power
- Identity
- Exchange, Work, & Technology
- Society & Culture

### **Units of Study**

1. A New World (1400's-1600's)
2. The American Colonies (Late-1600's-1760's)
3. Revolution and a New Nation (1760's-1790's)
4. Growing Pains: Expanding the New Nation (1790-1850)
5. The 'Gilded Age' & the Progressive movement (1860's-1920)
6. America enters the Modern Age (1890's-1945)
7. Eyes On The Prize: Cold War, Consumerism, Counter-culture, & Civil Rights (1945-1970)
8. The Revolution Will Be Televised: Conservatism, Globalization, & the Culture Wars (1969-2001)

### **Resources, Texts, and Approaches**

- *OpenStax U.S. History* (textbook)
- *Taking Sides: Clashing Views in United States History* (secondary readings)
- Gilder Lehrman Institute of American History (website & secondary readings)
- *Crash Course U.S. History* (website)
- Independent reading, Class lecture, Video documentary
- Document-based and free-response essays
- Class activities and discussion centered on the following skills:
  - Chronological reasoning
  - Causation
  - Contextualization
  - Comparison & contrast
  - Continuity & change over time

# Honors American Literature

## Key Learning Goals

***By the end of the school year, all Honors American Literature students will be able to...***

- Writing:
  - Develop a clear, coherent, connected, complex argument that is fully proven through evidence and analysis, and includes a counter-argument
  - Develop complex thematic statements
  - Select potent evidence and analyze significance with cohesion to the thesis
  - Incorporate literary criticism as secondary source to support argument
  - Write complex arguments in a variety of genres
- Reading:
  - Interpret underlying meaning in increasingly difficult text
  - Derive speaker, tone, purpose and are able to track developments in character and theme
  - Students recognize and understand the effect of various literary devices (especially symbol, motif, image, juxtaposition)
- Speaking & Listening:
  - Be insightful, helpful, and respectful in discussions
  - Listen deeply, and with presence, to each other
  - Lead discussion in addition to teacher
- Student Agency:
  - Develop their capacities in each the School-wide Learning Outcomes: Community Advocacy, Self Advocacy, Respect for Differences, Critical & Creative Thinking, Models of Integrity
  - Develop their self-awareness and tools for self-regulation (including mindfulness)

## Essential Questions

- What does it mean to be American? How do American ideals influence our individual identity?
- What is the nature of the “outcast” in American culture, and how does it shape our identity?
- What is the nature of the American Dream or American Nightmare in America, and how does it shape our identity? How are all Americans, and all people, on a search for self-- a search for our identity?
- What leads us to the sense of redemption within ourselves and our communities?

## Themes of Study

- The Outcast
- The American Dream/Nightmare
- The Search for Self (Transcendentalism, Harlem Renaissance)
- Restoration and Redemption

## Resources, Texts, and Approaches

- Short stories, articles, novels, and nonfiction
- *One Flew Over the Cuckoo's Nest*
- *Catcher in the Rye*
- *No One is Coming to Save Us*
- *Their Eyes Were Watching God*
- Transcendentalism Reader



## English 12 ERWC

### **What is the Expository Reading and Writing Course (ERWC)?**

The purpose of the ERWC is to prepare seniors for the reading and writing demands of college and many careers. Gateway’s ERWC is considered by the State University of California (CSU) system, the University of California (UC), and many community colleges as a “college-ready” course. **If students pass this course with a grade of A, B, or C during both semesters and are listed as Provisional on the AEP Test Scores**, they may be exempt from taking the English Placement Test for the CSU, UC, and selected community college campuses. They are automatically eligible for the first college-level English course—English 1A.

### **Key Learning Goals**

*By the end of the school year, all English-12 students should be able to ...*

- ☑ Explain how language and cultural norms shape identities
- ☑ Determine an author’s point of view or purpose in a text
- ☑ Analyze an author’s assumptions and appeals (e.g., ethos, pathos, and logos)
- ☑ Write text-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
- ☑ Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- ☑ Determine the meaning of words and phrases as they are used in a text
- ☑ Edit for clarity and for standard written English grammar, usage, and mechanics

### **Essential Questions and Units of Study**

#### **1. Language, Gender, and Culture**

*What is the author’s or artist’s role in society?*

*How do writers and artists use text and image to communicate issues of identity?*

#### **2. Art and Literature of the Anthropocene**

*How do artists and imaginative writers invite us to think deeply about social problems?*

*What can one person possibly do to create positive social change?*

#### **3. William Shakespeare’s *The Tempest***

*Does free will truly exist or are we all controlled by our destinies?*

*When and how should someone be forgiven?*

*Is equality possible in society or must there always be ‘winners’ and ‘losers’?*

#### **4. The Politics of Food & Social Entrepreneurship in the 21<sup>st</sup> Century**

*To what extent is an individual’s diet a societal concern?*

*How do entrepreneurs work to solve big social problems?*

### **Resources, Texts, and Approaches**

Representative authors and artists include:

- “Everyday Use,” by Alice Walker
- *The End of Nature*, by Bill McKibben
- “By Any Means Necessary (after Malcolm X),” by Tim Rollins and K.O.S.
- *Beyond Magenta: Transgender Teens Speak Out*, by Susan Kuklin
- *Parable of the Sower*, by Octavia Butler

- *Your Average Nigga: Performing Race,*

*Literacy, and Masculinity,* by Ashanti  
Vershawn Young

## Civics

### **Key Learning Goals**

*By the end of the school year, all Civics students should be able to ...*

- ☑ Identify and explain the basic functioning of the federal government as well as the political process
- ☑ Discuss the inequities of America's criminal justice system and different processes seeking change
- ☑ Independently research a topic and organize information
- ☑ Write a well-researched, cited and comprehensive research paper
- ☑ Use the writing process to organize ideas and evidence, write, revise, and edit.
- ☑ Prepare and present oral presentations.
- ☑ Take action against injustice in the community
- ☑ Become an engaged and informed member of society

### **Essential Questions**

- What are our essential rights and duties as Americans?
- How does government protect or restrict these rights?
- What is a social injustice, and how does it develop?
- What roles should and can individuals and the government play in eliminating social injustices?

### **Units of Study**

- Government/Rights and Duties of Americans

We will take an in-depth look into the unfairness of our criminal justice system and potential improvements to the system. We will learn about our rights and duties as Americans; our right to be free from unreasonable police and government intrusion and our right not to incriminate yourself in response to government questioning. We will also explore the current political climate, how the three branches of the federal government operate, and how their actions impact the rights of those living in America.

- Social Justice Project

The social justice unit is one in which student groups are given the opportunity to confront a local, national or international injustice that they feel needs to be addressed. Each group identifies a social injustice that it feels is important and then conducts in-depth research on the history, causes, and potential solutions for that injustice. Students will write research papers and then formulate and implement an action plan for contributing to its specific cause. The social justice unit culminates in an *Evening of Action* symposium in which all the student groups present their work to an audience of parents, teachers, and community members.

- Economics

Students will learn about personal finance and the importance of economic planning, and the importance of saving and investing money as they prepare for their own economic independence as well as credit, the role of interest rates and ways to stay out of financial difficulty.

# AP English Literature

## Key Learning Goals

*By the end of the school year, all AP English Literature students should be able to ...*

- Writing:
  - Develop a clear, coherent, connected, complex argument that is fully proven through evidence and analysis, and includes a counter-argument
  - Develop complex thematic statements
  - Select potent evidence and analyze significance with cohesion to the thesis
  - Incorporate literary criticism as secondary source to support argument
  - Write complex arguments in a variety of genres
- Reading:
  - Interpret underlying meaning in increasingly difficult text
  - Derive speaker, tone, purpose and are able to track developments in character and theme
  - Students recognize and understand the effect of various literary devices (especially symbol, motif, image, juxtaposition)
- Speaking & Listening:
  - Be insightful, helpful, and respectful in discussions
  - Listen deeply, and with presence, to each other
  - Lead discussion in addition to teacher

## Essential Questions

### **What is human nature?**

- What are the most universal human needs?
- What are the most common human weaknesses?
- What are the most honorable human virtues?
- What does it mean to love?

## Units of Study

1. George Orwell's *1984*; Maxine Hong Kingston's *Woman Warrior: A Memoir of a Childhood Among Ghosts*
2. Charlotte Perkins Gilman's "The Yellow Wallpaper", Franz Kafka's *Metamorphosis*; Prose passages & IRP
3. Poetry; William Shakespeare's *Twelfth Night*
4. Toni Morrison's *Sula*; *Fight Club*

## Resources, Texts, and Approaches

- Past official AP English Literature exams
- Thomas C. Foster's *How to Read Like a Professor*
- Articles of literary criticism

# Ethnic Studies

## Key Learning Goals

*By the end of the school year, all Ethnic Studies students should be able to ...*

- Explore how people of color have been and are essential actors in U.S. history.
- Explain how oppression and resistance are institutionalized, interpersonal, and internalized.
- Observe that racism and other forms of dehumanization are social constructs, and we can end them.
- Identify and celebrate the triumphs of people of color, and their white allies, over oppression.
- See that all people, regardless of their privilege, can and have stood up, against oppression.
- Identify problems facing communities of color by linking them to systems of oppression.
- Situate those problems within a historical context, particularly looking at those who have struggled and continue to struggle with these problems.
- Humanize themselves, their classmates, people in their communities, and their world.
- Act with solidarity by advocating for equitable justice for themselves and others.
- Help create an environment based on thoughtful reflection and analysis of critiques with the goal of creating solutions.

## Essential Questions

- How do race, ethnicity, and culture affect social relationships, communities and families, lived experiences, and our identities?
- What tactics and methods do people employ in order to gain citizenship, power, and inclusion?
- What social, political, and economic conditions impact ethnic groups now and throughout American history?

## Units of Study

Unit 1 Identity and Narrative

Unit 2 Exclusion

Unit 3 Why Us? The Systemic History of Violence and Seclusion of African Americans in the US

Unit 4 The miseducation of...?

Unit 5 Stereotypes

Unit 6 Language and Power

## Resources, Texts, and Approaches

- Short stories, articles, novels, and myths

# Leadership in the 21st Century

## Key Learning Goals

*By the end of the school year, all Leadership students should be able to ...*

- ☑ Use the leadership toolkit as a vehicle for gathering and evaluating evidence, and for making informed decisions.
- ☑ Recognize their ability as individuals to ideate and implement action(s) they can take in their everyday lives to become agents of change.
- ☑ Lead by example; specifically, to design everyday actions for positive change that they can “model” for others in their community.
- ☑ Identify significant 21st century big issues that will require leadership from their generation, and have increased confidence in their ability to help fill leadership vacuums.
- ☑ Listen closely, deeply and empathetically to others-- even those with values antithetical to their own-- in order to enhance personal understanding and advance debate.
- ☑ Confidently present and model leadership solutions to their peers, in writing and orally.
- ☑ Respectfully but forcefully adopt and argue a position in a debate setting.

## Essential Questions

1. Is empathy a critical component of effective leadership?
2. What skills and tools can you learn, practice and build that enable you to understand another person’s perspective and identify with that person’s emotions and concerns?
3. How does empathy-based leadership enhance your ability to gather evidence, evaluate the knowable landscapes, and make best decisions?
4. How can empathy-based leadership skills enable you to develop and implement “everyday,” solutions that creative positive change in a problem space?
5. Is leading by example a powerful way to lead? Do the best leaders “build up?”

## Units of Study

1. **The Leadership Toolkit:** Identifying and practicing cognitive and affective empathy as a critical component of effective leadership
2. **Poverty and Inequality:** Applying the Leadership Toolkit to examine various perspectives on the causes of and potential solutions to poverty and inequality in the United States.
3. **The New Longevity:** Applying the Leadership Toolkit to understand the challenges and opportunities presented by increased lifespan in the 21st century.
4. **The Opioid Epidemic:** Applying the Leadership Toolkit to identify, examine, and evaluate multiple factors contributing to the current opioid crisis in the United States.

## Resources, Texts, and Approaches

- Articles, medical literature, short stories, myths
- Community Partners (on campus visits by and field trips to local agencies and organizations active in the various 21st century issue areas studied. Partners will include the San Francisco Living Wage Coalition, the Harm Reduction Coalition, Sages & Seekers, and Encore.org).