

**Humanities – Syllabus VSAA**  
**Integrated Language Arts/Social Studies/CORE 6, 7, 8**  
**Mrs. Annie Averde**  
**2017-2018**

*I am excited to be teaching Humanities for VSAA again this year! I look forward to another vibrant year of learning.*

**Course Description:** Humanities is an integrated language arts and social studies course. Students will study through interacting with works of art and a wide variety of texts, including novels, primary and secondary documents, text books, and various types of technology. Integrating the arts, students will explore expressions of individuals and societies at various points in time. In the quest to understand language, culture, history, and ourselves, we will gather information through reading, express learning through writing and the arts, work collaboratively, and present understanding as authors, historians, and artists.

**Educational Goals:** My goal is to do everything I can to insure the success of each student. Beginning by providing a foundation that supports steady progress, it is my ultimate aspiration to see them grow vigorously and FLOURISH. With classroom policies that are straight forward and easily attainable, all students can learn and deserve equal opportunities. I also am aware that not all students are the same. Each child is unique and comes to the classroom with a variety of experiences, backgrounds, capabilities, talents and potential. Each individual will fulfill an important role in our classroom and bring their own significant contribution to our learning community. As a lifelong learner myself, I look forward to the journeys embarked upon with students, as we:

- acquire skills
- deepen our understanding
- learn questioning strategies
- awaken, amplify, learn via multiple intelligence
- experience self-directed, cooperative and project based learning.

Implementing an interdisciplinary curriculum when appropriate, with hands on experience-based learning at the core, provides students with a wide range of learning opportunities. The arts are an amazing vehicle for developing effective communication and creative and critical higher level thinking skills. I will promote student engagement in learning in our classroom by helping kids to identify connections in the classroom with their lives and whenever possible, seeking avenues into content areas that are sparked by their own

interests and questions. *Please look over the following description of content we will be covering in Humanities:*

**THEME:** VSAA's school-wide theme this year is ~ ***Catalysts Where Art and Science Connect Converge and Create***~

***The Art Form: Multi/Interdisciplinary Arts & Sciences***

**READING:** Classroom novels and selected articles will provide a rich mix of reading and responding experiences. Time will be spent each class period engaging in reading activities and instruction. Students will be assessed on reading through written reading responses ranging within a variety of formats, reading conferences, book chats, vocabulary building, book reports and/or book reviews.

**WRITING:** The students will participate in an effective multi-step writing process of idea gathering, drafting, editing, revision, proof reading, and publication. They will experience four primary modes of writing; descriptive, narrative, expository and persuasive, through a variety of text forms: letter, essay, story, review, poetry, research writing and more. Student writing will be assessed through The Common Core Standards as applied to Six Trait Analysis (Ideas, Organization, Voice, Sentence Fluency, and Conventions.) Instructional methods utilized will primarily be *Writer's Workshop*, incorporating skill-based instruction in the context of a holistic and real writing experiences.

**SOCIAL STUDIES:** WA State and US History, Civics, Geography, and Cultural Studies are the major strands of our Social Studies Curriculum this year from a variety of perspectives. We will learn about the geography and about the lives of people, past and present, encouraging respect for ethnic, cultural and social diversity. The social studies textbooks will provide information, along with supplementary reference sources: atlases, articles, Internet sites, films, and speakers. **We will do many "hands on" and "on your feet" type of projects and assignments, expressing our learning through artwork, group presentations, and research projects.** Periodic Current Event discussions and assignments will help students to find personal relevance and connections with history. We will review and examine the different "voices" existing within newspaper and periodical articles (the voice of the Artist, The Social Scientist/Historian, The Natural Scientist, The Writer, and The Mathematician. We will use **The Five Fundamental Questions as our method of Inquiry and Reflection** to trace patterns and connections to our studies to various cultures and ourselves.

**CORE:** VSAA's art-based, interdisciplinary study is where students will focus on integrated projects with the entire school. We will become fluent in VSAA's inquiry method (the Fundamental Questions and Voices), as

well as connections to math, science, and the arts as part of our Core experience this year! This is one place where students will be gaining necessary research and study skills for academic success: ORGANIZATION, TIME MANAGEMENT, NOTE TAKING BASIC COMPUTER SKILLS (INCLUDING INTERNET SEARCH, GROUP, COMMUNICATION/COOPERATION, and LIBRARY RESEARCH AND PRESENTATION.

**Classroom Community Involvement** We are a community of learners, helping each other, but also striving to be independent thinkers. Participate by inquiring, discussing, creating, listening, reflecting, and connecting. You will work closely and respectfully with a variety of groups of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. Study, plan, and learn together!

**Assessment** When moving through the scope and sequence of the curriculum, assessment informs my instruction. I set learning goals and student learning objectives based on student's demonstration of understanding and mastery of content standards. Assessment pieces are created within a variety of formats (formal, informal, summative and performance based assessment) prior to planning units of study.

**Grading is based on the demonstration of student's ability to meet and master grade level standards** (what each student knows and is able to do in reference to the COMMON CORE standards). These will be available to students in rubrics for each Instructional Unit **and will be calculated on a four point scale**. I report work habits separately in the comment section of Progress Reports in order to give the most accurate report of student progress.

<b>A</b>	<b>4 – 3.5</b>	<b>EXEMPLARY (Exceeding Grade Level Expectations)</b>
<b>B</b>	<b>3.4 – 2.5</b>	<b>PROFICIENT (Meeting Grade Level Expectations)</b>
<b>C</b>	<b>2.4 – 1.5</b>	<b>NEEDS IMPROVEMENT (Not Meeting Grade Level)</b>
<b>D</b>	<b>1.4 – 1</b>	<b>UNSATISFACTORY</b>
<b>F</b>	<b>0.9 - 0</b>	<b>FAILING</b>

**Scores of 2.4 or below are recommended to be redone and resubmitted to demonstrate improved learning. Extra credit is not an option**, however students are encouraged to make edits to larger projects and resubmit them for a new grade.

**Thank you for taking the time to look over this Syllabus and our Classroom Policies and Procedures!!!**

*I am looking forward to working with parents, finding new ways for you to participate and support your child's learning. You can help at home by providing a quiet space for your student to study, and for keeping in touch with their learning and with me on any concerns. Together, we can make it a great year! If at any time you wish to speak with me feel free to email me [Anne.Averre@vansd.org](mailto:Anne.Averre@vansd.org). I will get back to you as soon as I am able!*