

Core Class Syllabus -People of Maine

Ms. Cleveland - Team Katahdin - Trimester 1 - 2019-20 School Year

OVERVIEW

We'll explore the past, present and future of the Indigenous people of the State of Maine. We'll do this with an instructional focus on informational reading and narrative writing, specifically using the historical fiction genre to express creative ideas that arise from research into Maine's Indigenous people and their rich yet often difficult history.

BIG IDEA

By exploring the history of Maine through the lens of experience of our Indigenous people, we'll strive to gain a different and more diverse understanding of our past than the typical perspective gained from studying just the European conquest of the people land the land. This fresh perspective can be used to form opinions on current issues in our state.

ESSENTIAL QUESTIONS

1. Who are the Indigenous people of Maine?
2. What is their history and culture?
3. How is it different from the predominant Maine culture?
4. Why is the preservation of Indigenous cultures vital for both Indigenous and other citizens of contemporary Canada? Focus Questions
5. What are the traditions and contemporary issues that connect Indigenous people in Maine from past to present?
6. What are the challenges and achievements of Maine's Indigenous people?
7. What are current issues faces Maine's Indigenous people?

LANGUAGE ARTS STANDARDS

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-LITERACY.CCRA.W.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

[CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-LITERACY.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.4](#)

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

HISTORY STANDARDS

The following standards are from the [National Standards for Civics and Government](#)

Students who meet the standard can:

Civ.14. Compare historical and contemporary means of changing societies and promoting the common good.

GRADING (% of total grade)

* Reading (25%) - Weekly reading assignments. Focus is on informational reading.

* Writing (25%) - Narrative writing. Focus on writing historical fiction.

* Conventions (10%) - We will be regularly working on the conventions of grammar, correct spelling and the rules of punctuation. Focus is on writing, but we'll use mentor texts to lead discussions.

* Speaking and Listening (15%) - Various activities aimed at improving public speaking skills as well as "listening to understand" skills. Focus is on the creation of civil discourse amongst peers.

* Classwork/Homework (25%) - Some assignments are given out and completed in class. These may be timed assignments or longer term projects that are intentionally not to go home. Other assignments are given as homework. Two types of homework are given.

The first is meant to reinforce concepts we have learned in class. This often takes the form of short practice sessions with the current concept. This is the traditional way homework has been used for many years.

The second type of homework is a "flipped classroom" where a concept is introduced (usually in video or website format) at home and then explored and practiced in school. Both of these forms of homework are intended to take less than 30 minutes per night for this class when given.

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HABITS OF WORK AND LEARNING

At least once every six weeks students will self-assess on their Habits of Work and Learning using [THIS RUBRIC](#). I will concur, overrule, or agree to disagree with their assessment. Students will have the opportunity to conference if their self-assessment is different than my assessment. In the end, I will assign them a score based on

The three areas assessed for Habits of Work and Learning are Respect, Responsibility and Perseverance. Three components of each standard are scored on 1-4 scale as follows:

- 4 - Exceeding the Standard
- 3 - Meeting the Standard
- 2 - Partially Meeting the Standard
- 1 - Just Beginning to Meet Parts of the Standard

WORK EXPECTATIONS

These are clearly outlined in the [HOWL RUBRIC](#) above. Late assignments will be marked as late in Powerschool, scored normally, as time allows without a loss of points. Instead, the HOWL grade will be reduced accordingly for that cycle in which the work is late.

Students who miss work due to being absent are expected to seek me out to make a plan and a timeframe to complete their missing work. They **MUST** pick a time other than the beginning of class to do this. The **STUDENT** is responsible for initiating this meeting and ensuring it happens.