

# Embedded Honors Humanities

Venado Middle School



# Our Humanities Team

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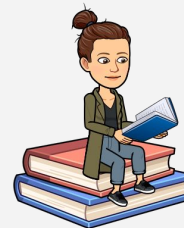
Mr.  
Beckman

Mr.  
Gamboa

Mr. Bui



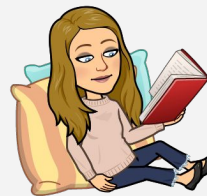
Lyndee  
Kim



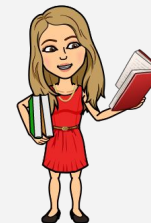
Rebecca  
Valentine



Jennifer  
Engle



Sherilyn  
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Shelby  
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Alexandria  
Woollett

Molly  
Brown

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# Humanities Embedded Honors Program

All students will be enrolled in grade-level English Language Arts and History courses and will focus on the essential California Common Core Standards. Our Embedded Honors program offers **interested** and **highly motivated** students **enhanced learning experiences** and **enrichment opportunities** within their existing classes. Students pursuing the Honors option will follow the **same curricula** and will be held to the **same learning outcomes** of the English Language Arts and History Courses. However, they will distinguish themselves by adding **complexity or depth**, exhibiting strong creativity and skill, contributing meaningfully to the class, and making connections of course content with the outside world.

# Honors Designation

- Upon successful completion of honors requirements, students will receive an honors designation on their academic records on a trimester basis.
- For example a student earning honors designation in English Language Arts would have their course title changed from “ELA 7” to “Honors ELA 7” on their report cards and transcripts.



# Embedded Honors Criteria

- Specific Embedded Honors criteria for each department will be included in course syllabi and shared with students when instructions resumes in August.
- This information will also be shared with parents at our annual Back to School Night Program, also in August.



# Why Embedded Honors?

- It is socially just! All students get a shot at Honors, not just a select few.
- The body of research on student grouping: heterogeneous grouping, the placement of students of mixed abilities into one classroom, increases academic achievement more than other groupings.
- Tracking (grouping of students by skill) does not work.
- Provides Honors access for all students when they are developmentally ready for Honors. Students can “opt in” at any trimester. Honors assignments and challenges are offered throughout the year.
- This is a movement with momentum in IUSD as several other schools are either implementing or preparing to implement the model and will become the district honors model in the future!



To read this infographic, click the image.

# FAIR IS NOT ALWAYS EQUAL.



Teaching
is a lot like
Doctoring


Kids go to a doctor **with different needs**:


I scraped my knee!  
 My stomach hurts!  
 I think my arm is broken!  
 I have a cough!

What if the doctor said the **same thing** to all of them?

Here's some cough medicine!



Only **one kid** would get what he needs.



And that's **not fair.**

It's the same thing in a classroom.


Every student has **different needs**:

I have trouble focusing for more than 15 min.  
 I think better when my hands are busy.  
 I can talk about what I know better than I can write about it.  
 I can't grip a pen or pencil.

So **different students** should get **different things** to help them succeed.

Classroom breaks, tests taken over multiple days	Fidget toys and tactile activities	Creating a video instead of composing a paper	Modified writing utensils; writing on a computer instead
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And that's what makes a classroom **fair for everyone!**



Adapted from Teaching Everyone by Whitney Rapp and Katrina Arndt and Universal Design for Learning in Action by Whitney Rapp. www.brookespublishing.com | 1-800-638-3775

# Embedded Honors and Universal Design for Learning (UDL)

- UDL provides a framework for implementing Embedded Honors.
- UDL is research-based best practices for the equitable achievement of ALL students.
- UDL calls for heterogeneous grouping.



# Embedded Honors and Universal Design for Learning (UDL)

UDL allows for students to choose the type of activities that are engaging to them, while also meeting and exceeding the standards with challenging work.

- Students and teachers will keep track of how students master skills individually.
- Students will be challenged at their own unique speed.
- All students will be offered challenging and engaging extension activities.

To expand  
this  
infographic,  
click the  
image.

# WHAT IS UDL?

UDL is Universal Design for Learning, an education framework based on decades of research in neuroscience and endorsed by the Every Student Succeeds Act. UDL is considered best practice for teaching all students in an inclusive learning environment.

The goal of UDL is to create learners who are



Purposeful & Motivated



Resourceful & Knowledgeable



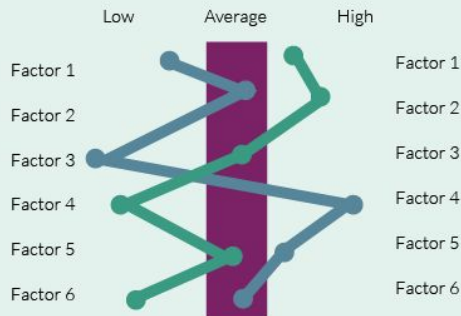
Strategic & Goal-directed

in other words, **Expert Learners**

Start by embracing learner variability. There is no such thing as an “average” student. Every student has different strengths and weaknesses.






“Average” Student A



“Average” Student B

To expand this infographic, click the image.

 <p>Multiple means of <b>ENGAGEMENT</b></p> <p>The “<b>why</b>” of learning</p>	 <p>Multiple means of <b>REPRESENTATION</b></p> <p>The “<b>what</b>” of learning</p>	 <p>Multiple means of <b>ACTION &amp; EXPRESSION</b></p> <p>The “<b>how</b>” of learning</p>
<b>IMPLEMENTATION TIPS</b>		
<p><b>Allow students to make choices</b> so they remain invested and engaged</p> <p>Explicitly tell students <b>why a lesson is relevant</b></p> <p>Offer students tips on <b>how to stay motivated</b></p> <p>Provide a <b>variety of resources</b> to prevent frustration</p> <p>Encourage students to <b>assess their own learning</b> using checklists and rubrics</p> <p>Provide <b>varying levels of challenge</b></p> <p>Offer opportunities for <b>consistent feedback</b> like self-reflection, peer review, and teacher feedback</p>	<p>Provide <b>visual, auditory, and digital materials</b> for each lesson</p> <p><b>Provide scaffolds</b> to support students with reading materials</p> <p>Simplify <b>complicated instructions</b> and provide visuals to increase understanding</p> <p><b>Offer visuals</b> like charts, pictures, movies, audio clips, and resources students can touch and manipulate</p> <p><b>Model comprehension</b> strategies like note-taking, highlighting, monitoring, and asking questions</p> <p>Help students see how the <b>information is transferable</b> to other classes and lessons</p>	<p><b>Allow students to use technology, resources, and tools</b> to express knowledge, such as speech recognition software, dictionaries, graphic organizers, calculators, exemplars and so on</p> <p><b>Give students a choice in how they express what they know</b> or what they can do as evidence that can meet or exceed a standard</p> <p><b>Provide feedback while students work</b></p> <p>Have <b>students reflect on their own learning</b> and evaluate the choices they made to express knowledge</p> <p>Provide tips on how to stay organized</p>
<p>To learn more about Universal Design for Learning, check out UDL Now! by Dr. Katie Novak (available on Amazon and other book resellers) and explore the UDL Guidelines at <a href="http://udlguidelines.cast.org">udlguidelines.cast.org</a></p>		

# ELA Course Description

In 7th and 8th grade English Language Arts, students will develop content knowledge and skills within the domains of the California Common Core State Standard: Reading, Writing, and Speaking and Listening. Students will analyze text construction and development, and they will develop reading strategies to comprehend texts independently. They will analyze central ideas, look closely at an author's word choice, explore different points of views, and how they are developed. Students will write clear multi-paragraph argumentative and expository essays, gathering credible and accurate information as support for their ideas without plagiarizing. Students will engage in discussions, acknowledge new information expressed by others and modify their own views when it is necessary, and present claims and evidence in well-organized, logical arguments. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.



# World History Course Description

World History emphasizes geography, civics, and social, cultural, and technological changes during the historical period from 500 to 1789 A.D. The primary focus of study involves the fall of the Roman Empire, Islam, Africa, the rise of the Aztecs, Incas, and Mayans, and a comparison of the civilizations of China, Japan, and Europe during the Middle Ages, Renaissance, Reformation, Scientific Revolution, and the Age of Exploration and Enlightenment. This course practices the skills of a historian that extend beyond the classroom such as sourcing, contextualization, close reading, and corroboration. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.





# US History Course Description

United States History covers the time period from Colonization to the Second Industrial Revolution (1914), and includes geography, economics, civics, famous historical figures, cultural and regional differences, as well as how historical events relate to the present. The study of these historical events will include the reading and analysis of various primary sources, ranging from the Constitution to personal letters from historical figures. While analyzing these primary sources, students will practice the skills of a historian: sourcing, contextualization, close reading, and corroboration. Students who are English Learners will receive light, moderate, or substantial language supports in the mainstream classroom setting as appropriate.





## *Qualities of an IUSD Honors Student*

- Collaborate effectively with all peers, including those who provide different perspectives and input
- Make connections among topics and consistently sees the big picture of education and life
- Participate actively in the learning process, and is mentally focused and prepared for class
- Seem excited about learning and demonstrate confidence in completing challenging work
- Engage in critical thinking, is eager to ask questions, and to delve deeper into rigorous problem-solving



## **We want students to...**

- Learn how to be self-motivated
- Take ownership of their own learning by responding to teacher feedback and working towards Mastery of standards
- Track their own progress, along with the teacher
- Have a growth mindset



A photograph of a classroom. In the foreground, a wooden desk is topped with a stack of five books. A blue backpack is hanging on the back of a green metal chair. The background shows other desks and chairs, a window with a view of trees, and a bulletin board with various papers.

**We look forward to an  
inspiring year in  
Humanities!**