

New Paltz Central School District
Senior Humanities: English/Government/Economics
(One Semester Course)

Time	Essential Questions/Content	Skills	Assessments
4 weeks	<p><u>Unit 1: Introduction to Economic, Political, and Literary Analysis</u></p> <ul style="list-style-type: none"> • What does it mean to be literate in the 21st century? • How is society affected by micro and macroeconomics? • What are the economic, legal, political, and social issue surrounding the use of information? • How does literature reflect life? • How do we access and use information ethically and legally? 	<ul style="list-style-type: none"> • Define and discuss literacy • Write a research/exploration essay • Analyze, access, manage, integrate, and evaluate information in a variety of forms • Compare, contrast, analyze, and evaluate information 	<ul style="list-style-type: none"> • Economic theorist research paper • Analysis of literature: <i>Nickel and Dimed: On (not) Getting by in America</i> • Principles of economics exam • Persuasive research paper on governmental issues • Persuasive letter to government official regarding current political policy, issue, or procedure
4 weeks	<p><u>Unit 2: The Local Community</u></p> <ul style="list-style-type: none"> • Who are we? • Who are we in society? • What are the different types of communities? • What is the role of local businesses in a community? • Why is it important to be a responsible, informed citizen? • How do we effectively communicate information? 	<ul style="list-style-type: none"> • Identify the prominent leaders within the community • Use research skills to investigate and examine the community • Promote and market the community • Analyze a chosen topic for a debate on NPR 	<ul style="list-style-type: none"> • Economics and Government midterm exam • Speeches on economic and governmental topics • Presentation on a local leader • Community marketing project • Participation in on-air NPR debate

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4 weeks	<p><u>Unit 3: The Global Community</u></p> <ul style="list-style-type: none"> • What is globalization and how does it affect society? • How does public speaking influence changes in our society? • What if no one takes the lead? • Is power and decision making the same? • Who has the power to make change? 	<ul style="list-style-type: none"> • Debate effectively • Define 21st century leadership skills • Develop an action plan • Draw parallels between literature dealing with globalization, capitalism, and democracy and current US and international events • Encourage, affect, and effect change in the community (segue to service-learning experience) 	<ul style="list-style-type: none"> • Debate performance (the pros and cons of a globalizing economy) • Literary analysis of <i>Snowball's Chance</i> • Counter historical discussion on <i>Snowball's Chance</i> • Analysis of excerpts from <i>The World is Flat</i>
6 weeks	<p><u>Unit 4: Service Learning Experience</u></p> <ul style="list-style-type: none"> • How can I make a difference in my community? • What is service learning? • What does it mean to be a productive and informed citizen in my community? • How can I use my education to become a productive, interactive member of my community? 	<ul style="list-style-type: none"> • Develop a reflective blog • Understand personal finance and budgeting • Identify the various structures of community organizations • Develop techniques to communicate effectively with local leaders, organizations, businesses, etc. outside of their social environment 	<ul style="list-style-type: none"> • Final examination in Economics, Government, and Literature • Service learning experience online reflection

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2 weeks	<p><u>Unit 5: Culmination</u></p> <ul style="list-style-type: none"> • What did I accomplish? • How did I apply my learning in my service? • What did I learn from my service? • How has this experience impacted my community and me? 	<ul style="list-style-type: none"> • Prepare a presentation for the public • Prepare a cooperative group presentation • Communicate with an audience outside of the school community. 	<ul style="list-style-type: none"> • Individual and group presentation on service learning experience to students, faculty, service learning mentor, and parents • Culminating paper