

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADES 11 & 12

**HONORS HUMANITIES SEMINAR
CURRICULUM**

2015

Revised by the RBOE June 15, 2015

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION

Honors Humanities Seminar is designed to provide a comprehensive multidisciplinary program at the secondary level. The culture-epoch theory approach focuses on an entire culture, viewing historical, scientific, artistic, and philosophical achievements as manifestations of the values and concerns of each culture. This course engages participants on a voyage of discovery of the values that provide the bedrock of western civilization and the foundation of personal freedom. As students pursue a chronological approach to the study of past cultures up to and including the present, they will be able to examine and explore the connections between subject areas and relate these explorations to their world. The course is designed for juniors and seniors and is supported by the Gifted and Talented Program.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

Visual and Performing Arts List of Standards

- 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- 1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.
- 1.5 (History/culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Science List of Standards

- 5.2 (Science and society) All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.
- 5.4 (Nature and process of technology) All students will understand the interrelationships between science and technology and develop a conceptual understanding of the nature and process of technology.
- 5.7 (Physics) All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.
- 5.8 (Environmental studies) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Social Studies List of Standards

- 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize

their understanding of civics, history, geography, and economics.

6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

6.3 (World history) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

6.5 (Economics) All students will acquire an understanding of key economic principles.

6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

World Languages List of Standards

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

Technological Literacy List of Standards

8.2 (Technology education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Career Education and Consumer, Family, and Life Skills List of Standards

9.2 (Consumer, family, and life skills) All students will demonstrate critical life skills in order to be functional members of society.

OBJECTIVES

A. Students will be able

- To attain a level of understanding of the ideas and values embedded in our cultural heritage through a comparative study of the humanities in classical Greece, the Medieval period, the Renaissance, the early and middle modern world, and the twentieth century.
- To evaluate the values shaping our culture and society based on this understanding.
- To formulate reasoned responses to questions, utilizing facts and theories studied in political history, science, math, literature, and the arts.
- To attain a level of understanding of the philosophical suppositions underlying humanistic studies.
- To appreciate their cultural history, connecting the past with the present and the future.
- To refine critical thinking, creative, and communication skills.
- To analyze the composition of a work of art and to discuss what the artist is attempting to communicate.
- To compare various art forms and begin to understand how similar conceptions are communicated through different media.

COURSE OUTLINE

The course includes, but is not limited to, the following topics. Page numbers in parentheses refer to the text for the course, *The Humanities in Western Culture*, Revised Fourth Edition, Brief Version, by Robert C. Lamm.

1. Introduction: What is Humanities and why should we study it?
 - a. Activity: Who Shall Survive?
 - b. Paperwork

- Course requirements
- Notebook
- Field trips, tests, and presentations
- Note taking
- Class participation and Shared Inquiry

2. Ancient Greece: “How did the Greeks succeed or fail in their search for arête?”

a. History

- Thucydides (p. 73, 78)
- Alexander (p. 83-84)
- Pericles (p. 78-80, 73, 74-75)

b. Philosophy

- Socrates (p. 75-76, 78)
- Plato (p. 84-87, 89-91)
- *The Republic*
- Aristotle (p. 87-89)

c. Literature

- Mythology (p. 56-58)

d. Music

- Ancient instruments
- Pythagoras (p. 64-65)

e. The Greek arts slides

f. Science

- Archimedes (p. 85)
- Democritus (p. 69, 75, 81)
- Euclid (p. 85)
- Pythagoras (p. 64-65)
- Hippocrates (p. 63)

3. The Middle Ages: “How did people find salvation through the Church?”

a. History

- Charlemagne (p. 201-202)
- *The Bayeux Tapestry* (p. 231-2332)

b. Philosophy

- Thomas Aquinas (p. 215-216)

c. Literature

- *The Song of Roland* (p. 205-206)
- *The Divine Comedy* (p. 216-217)

d. Music (Chapter 15)

- Minstrels
- Gregorian chant
- Heavy melody line

e. Art slideshow

- Field trip to the Cloisters

f. Science

- Plague (Black Death) (p. 259, 277)

4. The Renaissance: “How did the people of the Renaissance achieve virtu?”

a. History

- Explorers
- Medici family
- Isabella and Ferdinand (p. 273)
- Henry VIII
- Elizabeth I (p. 272)

b. Philosophy

- Sir Thomas More (p. 326-327)
- Mirandola (p. 264-266)

c. Literature

- Machiavelli (p. 323-325)
- Shakespeare (p. 327-328)

d. Music

- Josquin (p. 315)
- Dufay (p. 314)
- Palestrina (p. 316)
- Madrigals

e. Art

- PowerPoint slideshow
- Lesson on perspective

f. Science

- Leonardo
- Copernicus (p. 266)
- Francis Bacon (p. 328)
- Explorers (p. 266-268)

5. Enlightenment/Revolution: “How did society impose order on the world?”

a. History

- American Revolution
- French Revolution
- Beginning of the Industrial Revolution

b. Philosophy

- Descartes (p. 335-336)
- Locke (p. 339-341)
- Smith (p. 339-340)

c. Literature

- Swift
- Moliere
- Voltaire
- Jefferson (p. 339)

d. Music (Chapter 22)

- Vivaldi
- Mozart
- Bach
- Beethoven

e. Art

- Caravaggio

- David
- Velasquez
- Van Dyck

f. Science

- Galileo (p. 333-335)
- Newton (p. 338-339)

6. Industrial Revolution: “How did the rise of a revolutionary spirit affect developments during this period?”

a. History

- Victoria and Albert
- Nicholas

b. Philosophy

- Freud (p. 462-463)
- Marx (p. 402-404)
- Existentialism

c. Literature

- Tolstoy
- Dostoevsky

d. Music (Chapter 24)

- Stravinsky
- Brahms
- Tchaikovsky
- Liszt
- Chopin

e. Art

- Impressionists
- Complementary colors
- Pointillism

f. Science

- Edison (p. 459-461)
- Pasteur
- Darwin

7. Twentieth Century: “How has man affected nature? How has nature affected man?”

a. History

- WWI (p. 396)
- Depression
- WWII (p. 455-458)

b. Philosophy

- Environment
- Teddy Roosevelt and the establishment of national parks

c. Literature

- Poets of WWI
- Rachel Carson’s *The Silent Spring*

d. Music

- George Gershwin
- Copeland
- Igor Stravinsky

- John Cage
- Charles Ives
- Jazz

e. Art

- Jackson Pollack
- Frank Lloyd Wright
- Dorothea Lange
- Ansel Adams
- Pablo Picasso
- Constantin Brancusi
- Henri Matisse
- Salvador Dali
- Roy Lichtenstein
- Alexander Calder

f. Science

- Jane Goodall
- Albert Einstein
- Quantum theory

PROFICIENCY LEVELS

Honors Humanities Seminar is offered as an honors-level elective for students in eleventh and twelfth grades. It is recommended for students with high academic achievement because of the rigor of its interdisciplinary content and the college-level content. College credit for this course is available through Fairleigh Dickinson University's Middle College Program.

METHODS OF ASSESSMENT

Student Assessment

The teacher will provide a variety of assessments, which may include, but are not limited to the following: homework, quizzes, tests, essays, in-class writing, reports, projects, and presentations.

- **Homework** will be assigned regularly and will count as no more than 10% of a student's grade each quarter.
- **Class Discussions** will be closely monitored as an ongoing assessment of class participation.
- **Quizzes and Tests** may be either objective or essay or a combination of both.
- **Reaction papers** to topics considered in class, or to field trip experiences, may be assigned.
- **Projects/Presentations** by groups or individuals will be assigned periodically on topics that will supplement the topics considered in class.

Teacher/Curriculum Assessment will be conducted according to the following statement:

- The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and their alignment to state standards.

GROUPING

Honors Humanities Seminar is offered to highly academic students in grades 11 and 12. Prerequisite: Honors English and/or Honors History in grades 9 and/or 10 for grade 11 students; Honors English

ARTICULATION/SCOPE AND SEQUENCE/TIME

Honors Humanities Seminar is a one-semester elective course.

RESOURCES

A. Speakers

Speakers from Fairleigh Dickinson University's Middle College Program faculty can be contacted to speak on a variety of topics, from ethics and materialism to Victorian horror literature. Rutherford High School faculty can also be guest lecturers in their areas of expertise.

B. Technology

Technology is employed by students as needed for presentations/projects. Students have given PowerPoint presentations and edited videos when appropriate for their presentations. Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

C. Supplies/Materials

The following audio-visual supplies are available:

- *Ansel Adams, Photographer*, Arthur Cantor Films, 1981;
- *The Ascent of Man*, Ambrose Video Publishing, 1973, a series of thirteen video tapes hosted by J. Bronowski, and accompanying text;
- *The David Macaulay Series (Roman City, Pyramid, Castle, Cathedral)*, PBS Home Video, 1985-1994;
- *The Edison Effect*, The History Channel, 1996;
- *First Person Singular: I.M. Pei*, PBS Home Video, 1997;
- *Greatest Thinkers Video Series (Freud, Marx, Nietzsche, Descartes, Machiavelli, Rousseau)* distributed by Social Studies School Service;
- *The Great War and The Shaping of the Twentieth Century*, a KCET/BBC co-production in association with the Imperial War Museum, 1996, a series of eight episodes and accompanying text;
- *History through Art Series (The Renaissance, The Enlightenment, Romanticism)*, Clearvue/ eav, 1992;
- *Jazz*, PBS Home Video, a film by Ken Burns, with accompanying text, AlfredKnopf, 2000;
- *The Last of the Czars*, Discovery Channel School, 1999;
- *Leonardo's Legacy*, Discovery Channel School, 1997;
- *Longitude*, with accompanying text, Walker and Co., 1995;
- *The 1900 House*, PBS Home Video, 2000, with accompanying text;
- *Partner to Genius: A Biography of Olgivanna Lloyd Wright*, PBS Home Video, 1996;
- *The Rise and Fall of Adolf Hitler*, The History Channel, 1995;
- *Three Wright Eras: Places for Living, Work, Worship*, PBS Home Video, 1996.
- The following supplementary materials are also available to the teacher:
 1. Wm. C. Brown Transparencies, Wm. C. Brown Publishers;
 2. Cassette recordings and a list of cassette recordings, the McGraw-Hill Companies.
 3. Art slides can be borrowed from the Art Department.

D. Text

- *Humanities in Western Culture*, Revised Fourth Edition, Brief Version, Robert C. Lamm, McGraw-Hill Publishers, 2004.

E. Supplemental reading

- *The Republic* by Plato

- *The Prince* by Machiavelli
- *The Silent Spring* by Rachel Carson
- *Longitude* by Dava Sobel
- *Galileo's Daughter* by Dava Sobel
- *The Elegant Universe* by Brian Green
- *Tartuffe* by Moliere
- *The Song of Roland*
- *The Divine Comedy* by Dante Alighieri
- *Politics* by Aristotle
- *Reason for Hope* by Jane Goodall
- *Harvest for Hope* by Jane Goodall
- *Warped Passages, Unraveling the Mysteries of the Universe's Hidden Dimensions* by Lisa Randall
- *Candide* by Voltaire
- *Utopia* by Sir Thomas More
- *Oration on the Dignity of Man* by Pico della Mirandola
- *A Modest Proposal* by Jonathan Swift
- Students receive handouts and topical newspaper articles throughout the semester.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

Include but are not limited to the following:

- Cartooning
- Projects/presentations/performances
- Shared Inquiry discussions
- Discussions of music
- Discussions/critiquing of art

INTERDISCIPLINARY CONNECTIONS

Honors Humanities Seminar is, by its very nature, an interdisciplinary course. For each period, the art, music, philosophy, literature, history, science and advancements in technology are discussed, revealing how each subject affects the world at that time. Students are encouraged to employ their individual talents and abilities in their choice of student projects for each period.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

CURRICULUM MAP

September/February	October/March	November/April	December/May	January/June
<p>Ancient Greece</p> <p>How did the Greeks succeed or fail in their search for arête?</p> <p>Children’s project</p> <p>Begin: The Middle Ages</p> <p>How did people find salvation through the church?</p>	<p>Continue: The Middle Ages</p> <p>How did people find salvation through the church?</p> <p>Family shield</p> <p>Begin: The Renaissance</p> <p>How did the people of the Renaissance achieve virtue?</p>	<p>Continue: The Renaissance</p> <p>How did the people of the Renaissance achieve virtue?</p> <p>Topic Projects</p> <p>Begin: Enlightenment/ Revolution</p> <p>How did society impose order on the world?</p>	<p>Continue: Enlightenment/ Revolution</p> <p>How did society impose order on the world?</p> <p>Begin: Industrial Revolution</p> <p>How did the rise of a revolutionary spirit affect developments during this period?</p>	<p>Continue: Industrial Revolution</p> <p>How did the rise of a revolutionary spirit affect developments during this period?</p> <p>20th century project</p>