

Summit Public Schools
Summit, New Jersey
Grade Level: 11/12 Content Area: English
Length of Course: Full Year

English Elective: Humanities

Course Description: Humanities examines the development of Western Culture. Units include The Ancient World, Greek Classicism & Rome, The Middle Ages, and The Renaissance & Beyond. Representative examples of art, architecture, philosophy, music, drama, dance, film, photography, history, criticism, ethics, literature and law are examined. This interdisciplinary exploration of Western Culture provides students with many opportunities for speaking, thinking, viewing, interpreting, writing, researching and understanding.

Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension

Key Ideas and Details:

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

1. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standard—Writing:
Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

**Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration**

Comprehension and Collaboration:

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standard—Language:
Conventions, Effective Use and Vocabulary**

Conventions of Standard English:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 1: The Ancient World + Connection to Contemporary Society

Big Ideas: *Course Objectives / Content Statement(s)*

- First creative impulse of humankind through the great civilization of ancient Egypt.
- The interrelationship of humankind in its desire to create art.
- Art's evolution through various modalities – Ice Age, Mesopotamians, and ancient Egyptians.

| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
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| <ul style="list-style-type: none"> ● What is art? What is artifice? ● What are the defining characteristics of civilization? ● How does art represent the values and philosophy of early society? ● How does art function as a didactic tool for those in power? ● How does one analyze and evaluate a work of art? ● How are the voices of the artists heard through their work? | <p>Students will understand that...</p> <p>Art is subjective and interpretative and is subject to the perspective of its time.</p> <p>Stone Age, Mesopotamian, and Egyptian art is recognized by defining artistic characteristics and its applicable value to today's art world.</p> <p>In defining art, there are several elements to evaluate: artist's voice and purpose, relevant symbols, modality, and techniques.</p> <p>One of art's principle purposes is to enact a record of the world.</p> |
| <p>Areas of Focus: Proficiencies</p> | <p>Examples, Outcomes, Assessments</p> |

| (Cumulative Progress Indicators) | |
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| Students will: | <p>Instructional Focus:</p> <p>Students are expected to explore the origins of art by reading <i>The Creative Impulse</i> by Dennis J. Sporre and Daniel Boorstin's <i>The Creators</i>: a basic introduction and overview and an exhaustive in-depth exploration, respectively.</p> <p>Through the reading of these two authors, students will determine the objectivity or subjectivity of art and the elements of civilization.</p> <p>Students will establish the earliest art forms and its preservation: cave art, preserved bodies, and Stonehenge.</p> <p>Students will read a piece of art with a checklist and criteria and then determine its importance to the era.</p> <p>Sample Assessments:</p> <p>Students are given a piece of art that is representative of the civilization in question and asked to analyze its components: for example, identify the early Venus figurines and establish where and how they were found (The Woman from Willendorf).</p> <p>Students read Lemonick's "Ancient Odysseys," students and decipher the characteristics of cave art - the earliest art form - and then by recording the movement of graffiti artists, determine how graffiti is contemporary cave art.</p> <p>Students read about Mesopotamia, The Code of Hammurabi, and The Epic of Gilgamesh and the connections of storytelling and ancient laws to today's society. Readings include Sumerians establishment of society, Bible stories & accompanying art, & Edward Chiera's findings in "They Wrote on Clay."</p> |
| READING | |
| Key Ideas and Details | |
| RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | |
| RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | |
| RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | |
| RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | |
| RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. | |
| RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | |
| Craft and Structure | |
| RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific | |

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| <p>word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors).</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> | <p>Using the library’s resources, students organize materials from their research to explore the life and death of an Egyptian ruler and individually create a poster to show their findings.</p> <p>Students research/annotate articles and then demonstrate an understanding of the contemporary art in question, including Sarah Lyall’s essay “Is it Art, or is it Just Dead Meat?”</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i></p> <ul style="list-style-type: none"> - The unit encompasses ancient history, architecture, and the fine arts <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> - Use of databases to gather research on the periods and artists explored. <p><i>Media Literacy Integration</i></p> <ul style="list-style-type: none"> - View documentaries on art, architecture and history, including, <i>Secrets of Archeology, The Medici, Frank Lloyd Wright, and Is It Art?</i> <p><i>Global Perspectives</i></p> <ul style="list-style-type: none"> - Read a variety of nonfiction materials from international perspectives, such as Dutchman Ian Hulsker’s, <i>Vincent and Theo van Gogh; A Dual Biography</i>, Nigerian Chinua Achebe’s <i>Hopes and Impediments</i>, and Englishman Christopher Hitchen’s, <i>Acropolis Now-The Lovely Stones</i> |
| <p>Integration of Knowledge and Ideas</p> | |
| <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> | |

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| <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> | |
| <p>Range of Reading and Level of Text Complexity</p> | |
| <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> | |
| <p>WRITING</p> | <p>Instructional Focus: Students personally respond to various pieces of art by journal writing, formal essay writing, and drawing and painting.</p> <p>Students record notes to lectures, film, visuals, and from the text and organize their thoughts for discussion.</p> <p>Sample Assessments: After examining cave art, students attempt to draw/copy certain cave images and then design their own.</p> <p>After researching, students craft short essays examining why graffiti is illegal and controversial (involves the exploration of Banksy’s career).</p> <p>Students storyboard the making of Stonehenge.</p> |
| <p>Text Types and Purpose</p> | |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | |
| <p>Production and Distribution of Writing</p> | |
| <p>W.11-12.4. Produce clear and coherent writing in which the development,</p> | |

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| <p>organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <p>Using the Egyptian <i>Book of the Dead</i>, students create their own incantation, recording the original hieroglyphics as well as the modern English translation.</p> <p>Students write an essay on how the Egyptians saw life and death differently and how these differences are represented in their art, writings and architecture.</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> -Through writing, sketching, and carefully copying, students have an appreciation for the early writing forms.</p> <p><i>Technology Integration</i> - Use word processing to organize notes and write analysis. - Work on Googledocs: share and edit. - Gather examples of art using the Internet and library’s databases.</p> <p><i>Media Literacy Integration</i> - Students utilize a variety of media to determine the changing perspectives towards early art & philosophy, such as Internet sites, including, Philosophy – Eternal Egypt at <i>eternalegypt.org</i>, <i>britishmuseum.org</i>, and various lectures on Egyptian civilization from the <i>historyguide.org</i> site.</p> <p><i>Global Perspectives</i> - Students will have the opportunity to evaluate written criticism of early art.</p> |
| <p>Research to Build and Present Knowledge</p> | |
| <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>Range of Writing</p> | |
| <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a</p> | |

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| single sitting or a day or two) for a range of tasks, purposes. | |
| SPEAKING & LISTENING | |
| Comprehension and Collaboration | Instructional Focus: |
| <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the</p> | <p>Students determine how Otzi and the Tollund Man were preserved through natural means and are important artifacts of history.</p> <p>Students articulate their interpretations and comparisons of ancient and contemporary art, as well as the artists' intentions in producing such work.</p> <p>Students choose one specific form of art and explain its significance.</p> <p>Students receive feedback for their class participation and presentations.</p> <p>Sample Assessments: Raise questions and establish valid points of view on the historical and modern preservation of bodies: Otzi & Tollund Man and cryogenics.</p> <p>"What is Art?" will be explored by comparing art in ancient and contemporary forms: examples include - play Lou Reed's <i>Metal Machine Music</i>; show photographs of Beth Cavener's sculptures; review in film Damien Hirst's installation art and Chris Ofili's paintings.</p> <p>Work in small groups, and in class discussion, to promote the relevance/necessity of a work of art & where and how it emerged: for example, the controversy around Duchamp's <i>Fountain</i>, or the social context of Emin's <i>The Bed</i>.</p> <p>Discuss in small groups, in order to craft individual essays, identifying elements of Gustave Caillebotte's "Paris, A Rainy Day."</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i></p> |

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| <p>credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>-The study of speeches and recordings on art, history, culture and early civilization including Sister Wendy’s speeches on “The Story of Painting” and Thelma Golden’s speech, “How Art Gives Shape to Cultural Change.”</p> <p><i>Technology Integration</i> -Google Slides, Prezi, or other multimedia program are incorporated by choice to present students’ visuals within the small groups (see above).</p> <p><i>Global Perspectives</i> - Students analyze how the speech was received in its native land. Geography and cultural references are examined here.</p> |
| <p>Presentation of Knowledge and Ideas</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | |
| <p>LANGUAGE</p> | |
| <p>Conventions of Standard English</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Observe hyphenation conventions. B. Spell correctly.</p> | <p>Instructional Focus:</p> <p>Students familiarize themselves with scholarly language and how it functions. Sporre’s glossary of words from <i>The Creative Impulse</i> is provided and explored: in order to decipher the meaning within a passage, it is necessary to know the etymology of certain words.</p> <p>Students evaluate how language has evolved over time. It is important for students to familiarize themselves with the argot of artists and those who write critically about their work.</p> <p>Sample Assessments:</p> |
| <p>Knowledge of Language</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p> | <p>In an effort to determine the definition of the word “humanities,” students research its etymology, examine a sculpture visually and historically, and, in small groups, share</p> |

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| <p>comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>information of its connection to the word's meaning.</p> |
| <p>Vocabulary Acquisition and Usage</p> | <p>Short presentations ensue so students can demonstrate their own meaning of “art” vs. “artifice.”</p> |
| <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> | <p>Ancient Egypt crossword puzzle as a review of the appropriate vocabulary.</p> |
| <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> Cultural references and vocabulary are be examined.</p> |
| <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>Technology Integration</i> Students are encouraged to use the <i>OED</i> database for certain vocabulary.</p> <p><i>Media Literacy Integration</i> Documentaries present historians who offer expertise on various jargon that explores this time period, such as <i>Pyramids-Design For Eternity</i> and <i>The Sphinx!</i></p> <p><i>Global Perspectives</i> Students familiarize themselves with ancient forms of communication, including Sanskrit & hieroglyphics.</p> |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy |

UNIT 2: Greek Classicism & Rome

Big Ideas: *Course Objectives / Content Statement(s)*

- From the creative impulse, we discover relationships among people in their search for communion with a power(s) higher than themselves.

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| <ul style="list-style-type: none"> ● Exploration of the strong contrast of Greek philosophy and art with ancient Egyptian philosophy and art. ● How Greeks value temporal existence, celebrate the athletic ideal, and form a democracy and a republic that would be mimicked and developed further by succeeding civilizations. ● The Greek value of participation and the Roman value of being spectators. ● Examination of the differences between Greek and Roman art. | |
| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <ul style="list-style-type: none"> ● Can a society survive without some unifying characteristic with which most of its citizens can identify? ● What are the classical principles? ● How do the Greeks and Romans differ when it comes to the rational versus the emotional? ● How do the leading figures of the era influence today's society? ● What elements of Roman philosophy and architecture are still relevant in 21st Century America? ● Who does art belong to? | <p>Students will understand that...</p> <p>Transitions from Egyptian society and the factors that coalesced to Greece result in the cradle of Western civilization.</p> <p>There are several philosophical systems of the Classical and Hellenistic eras.</p> <p>Characterization of visual art and architecture defines the classical and Post-Classical period.</p> <p>There are various aspects in identifying Roman religions, cults and art.</p> |
| Areas of Focus: Proficiencies (Cumulative Progress Indicators) | Examples, Outcomes, Assessments |
| Students will: | Instructional Focus: Students are expected to explore the continuations of art, philosophy, religion by reading <i>The Creative Impulse</i> by Dennis J. Sporre and Daniel Boorstin's <i>The Creators</i> : a basic introduction and overview and an exhaustive in-depth exploration, respectively. Through the reading of these two authors, students will examine the celebration of the physical for Greeks and the greater divide between the rulers and the ruled in Rome & how such leadership is still valued today. Students are given a piece of art that is representative of the civilization in question and will analyze its components. |
| READING | |
| Key Ideas and Details | |
| RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | |

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| <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> | <p>Sample Assessments: An examination of Minoan and Mycenaean art for geometric value: Dipylon vases.</p> <p>By reading Edith Hamilton’s “The Greek Way,” students identify the humanism in her perspective of Greece: her tragic sensibility, mixture of doom & exaltation that marks Greek drama, and her devotion to the glory of Greece.</p> <p>Students examine the lyrics and poetry of the time period. This can include Sappho, one of the great Greek lyricists & few known female poets. Involvement in activities that examine how Greek and Roman writings and poetry reflect the values of those civilizations.</p> <p>Read “The Athletic Ideal” and “The Magic of Images.” Apply the impact of the physical to current day Olympics that originated from this time period.</p> <p>Read “The Dome of the World,” “The Roman Republic,” “The Roman Empire,” & “Roman Law & Stoicism.”</p> |
| <p>Craft and Structure</p> | <p>Determine the nature of emperors, their impacts on society, and the advances in art.</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> -The politics and machinations of government are explored in the readings about these nations.</p> <p><i>Technology Integration</i> Use of lecture series on iTunes about the Greeks and Romans where students will take notes and summarize what they read.</p> <p><i>Media Literacy Integration</i> - Students can view a variety of films that amplify the themes of these two civilizations (These may include – <i>Art of</i></p> |
| <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a</p> | |

text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

the Western World & How Art Made the World).

Global Perspectives
The study of two civilizations: Rome and Greece & how they provided a gateway for other civilizations and other forms of expression.

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| <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> | |
| <p>WRITING</p> | <p>Instructional Focus:</p> |
| <p>Text Types and Purpose</p> | |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>In journal writing and compare and contrast essays, students personally respond to the significant and evolutionary differences of sculptures.</p> <p>Students record notes to lectures, film, visuals, and the text and organize their thoughts.</p> <p>Sample Assessments: Short essays are required that delineate the contrast between Kouros, Kouros, and Kritsos boy to determine the artists' sophisticated advances over time.</p> <p>Summarize Greek's ancient literature from the Archaic period to see the progress of the written word: Homer, Sappho, and Aesop.</p> |
| <p>Production and Distribution of Writing</p> | |
| <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in</p> | <p>Write lyrical poetry in the style of Sappho in what is best known as Sapphic meter.</p> <p>By exploring various significant pieces of art, students write what is original and authentic about Roman art and architecture versus what is essentially Greek classicism.</p> <p>Compose a found poem derived from Edith Hamilton's "The Greek Way."</p> <p>Draw various buildings from The Golden Age and Hellenistic Era: exemplify the differences between columns in temples: Doric, Ionic, and Corinthian.</p> |

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| <p>response to ongoing feedback, including new arguments or information.</p> | <p>In short essays, write about Roman legacy with architecture: pantheon, colosseum, artificial stone (cement), etc.</p> |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> -Through writing, students differentiate between various cultures and their values and beliefs.</p> <p><i>Technology Integration</i> - Use word processing to organize notes and write analysis - Gather examples of art using the Internet and library's databases</p> <p><i>Media Literacy Integration</i> - Utilize aspects of media to determine the changing perspectives towards Greek and Roman art & philosophy</p> |
| <p>Research to Build and Present Knowledge</p> | |
| <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | |
| <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>Range of Writing</p> | |
| <p>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.</p> | |
| <p>SPEAKING & LISTENING</p> | |
| <p>Comprehension and Collaboration</p> | <p>Instructional Focus:</p> |
| <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched</p> | <p>Students listen to lectures on these two civilizations and form opinions for discussion.</p> <p>In collaborative settings, students may exchange notes, ideas, interpretations, and argue their own points of view effectively.</p> |

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| <p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>Sample Assessments: Receive and answer chapter questions that evaluate their knowledge of each chapter of the text: “Chapter 3 – Greek Classicism and Hellenism” & “Chapter 4 – The Roman Period.”</p> <p>Using a graphic program, like Comic Life, through cartoon, students present one of Aesop’s fables in its original form and how the moral is applicable today.</p> <p>In a dramatic format, students speak from the perspective of the average Roman or Greek citizen. Research will enhance their understanding and presentation.</p> <p>Groups develop reports and a dating profile for leading figures in the Classical and Hellenistic periods: Socrates, Plato, Aristotle, Aeschylus, Sophocles, and Euripides.</p> <p>Watch <i>The Rise and Fall of the Etruscans</i> to determine how these people bridged the worlds of the Greeks and the Romans and how the Roman Empire was formed.</p> <p>Students establish the value of archeology in preserving the past:</p> <ul style="list-style-type: none"> • Watch <i>Pompeii: Buried Alive</i> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> Public speaking from various historical perspectives.</p> <p><i>Technology Integration</i> Use of the library’s databases to find information on historical figures. Kahoot, or similar assessments/programs, allow students to be vocally interactive about the content.</p> |
| <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and</p> | |

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| <p>solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> | |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | |
| <p>LANGUAGE</p> | |
| <p>Conventions of Standard English</p> | <p>Instructional Focus:</p> |
| <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Observe hyphenation conventions. B. Spell correctly.</p> | <p>Students become aware of the Greek & Latin origins of English vocabulary.</p> <p>Introduction to controversial cases of countries who claim art as their own.</p> <p>Students establish storytelling devices from these epochs.</p> <p>Sample Assessments: Identification matching of the root with its current counterpart.</p> <p>Students apply the details of <i>Oedipus Rex</i> to Freud’s coined psychological complex.</p> |
| <p>Knowledge of Language</p> | |
| <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>By researching and then exploring the persuasive rhetoric used by individuals, governments, and museums, students look at cases, such as Elgin’s Parthenon Marbles, to decipher the legitimate ownership of art.</p> <p>Watch and converse about “Masterpiece or Forgery” and the story of Elmyr de Hory.</p> |
| <p>Vocabulary Acquisition and Usage</p> | |

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| <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>Instructional Strategies:</i> <i>Technology Integration</i> Researching the root words on the Internet.</p> <p><i>Global Perspectives:</i> Greek and Roman civilizations reflect, and do not reflect, what was transpiring in other countries around the world.</p> |
| <p>Knowledge of Language</p> | |
| <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy |

UNIT 3: The Middle Ages

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| <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Return to the value of the afterlife as witnessed in the Egyptian culture and an eventual movement towards individualism in the high Middle Ages. |
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| <ul style="list-style-type: none"> • A political and economic system in Europe from the 9th-15th century, based on the relation of lord to vassal. • The centralized power of medieval kings. • Role of monasticism and the religious experience in communities. • The emergence of Gothic art. | |
| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <ul style="list-style-type: none"> • What is a valid viewpoint on art as a reflection of society? • How did the political power shift in Europe to establish feudalism? • What was the influence of Christianity and Islam on the Middle Ages? • How did the role of religion and religious leaders change from the early to late Middle Ages? • How did individualism emerge in high middle age life? | <p>Students will understand that...</p> <p>The foundation of Christianity and Islam had a profound impact on the Middle Ages.</p> <p>The changes affecting secular and religious life in the Middle Ages to the high Middle Ages are identified by specific individuals, trends, and conditions.</p> <p>Political systems evolved from feudalism to secularism.</p> <p>The attitudes, reflections, and general characteristics of Gothic architecture, painting, and sculpture, include how Gothic style differs from Romanesque and how Gothic style changes from early to late.</p> |
| Areas of Focus: Proficiencies (Cumulative Progress Indicators) | Examples, Outcomes, Assessments |
| Students will: | Instructional Focus: Students are expected to explore the continuations of art, philosophy, religion by reading <i>The Creative Impulse</i> by Dennis J. Sporre and Daniel Boorstin's <i>The Creators</i> : a basic introduction and overview and an exhaustive in-depth exploration, respectively. Through the reading of these two authors, students will also examine the major split between the peasant and the feudal lord, religious emphasis of art as a didactic tool of religion, and the shift of emphasis on the afterlife to the concept of individuals and individual thought and rights. |
| READING | |
| Key Ideas and Details | |
| RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | |

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| <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> | <p>Students are given a piece of art that is representative of the civilization in question and instructed how to analyze its components.</p> <p>Students will be introduced to the manuscript illuminations - works of the monks</p> <p>Sample Assessments: Divide up chapters for group reading. Students can individually present the found materials and take notes for the class.</p> <ul style="list-style-type: none"> • “Solomon,” “The Late Roman Empire,” & “Constantine.” • “The Great Church” - Sophia Hagia • Read about pilgrimages <p>Read <i>The New York Times</i> article “The Legacy of Abraham.” Determine how this figure unites three religions.</p> <p>Read Joseph and Francis Gies’s <i>Life in a Medieval City</i>. Divide the book up: each group will read and annotate & then present the content to the class.</p> |
| <p>Craft and Structure</p> | <p>Examine how Jesus Christ has been represented in paintings and sculptures and explore how, regionally, artists developed various personas of Christ.</p> <p>Read William Forsyth’s “Medieval Statues of the Pieta in the Museum.”</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> - The politics and machinations of government are explored in the readings about these nations</p> <p><i>Technology Integration</i> - Students research online the various artists of this time period and present this is a creative and written component</p> <p><i>Media Literacy Integration</i></p> |
| <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a</p> | |

text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

- Students view slides and images representing medieval times, including the works of Duccio, Cimabue, and Giotto

Global Perspectives

Gothic influences are still prevalent in the 21st century world

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| <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> | |
| <p>WRITING</p> | <p>Instructional Focus:</p> |
| <p>Text Types and Purpose</p> | |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>Students engage in writing assignments—such as letters to artists—that explore Gothic characteristics and how they served as the framework for the Renaissance that was established by the late Middle Ages.</p> <p>Students will respond to various pieces of art in journal writing.</p> <p>Sample Assessments: Acknowledge the assumptions of Christianity and record information on Hebrews, Israelites, and Jews, and establish the origins of Abraham.</p> <ul style="list-style-type: none"> • Write how the 10 commandments are significant today • Record the importance of the 4 gospels. |
| <p>Production and Distribution of Writing</p> | |
| <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in</p> | <p>Individually, students recreate Illuminations consistent with those found in the <i>Book of Kells</i>.</p> <p>Create a piece of art replicating an artist from this time period, such as Duccio and Cimabue, and support this with research and a written component explaining the validity of the choice.</p> <p>Write a business letter to an artist praising his work.</p> <p>After watching Tony Robinson’s <i>Worst Jobs in History</i> (episode on Middle Ages), write a resume in the voice of a civilian during this time, promoting the worst jobs he/she has experienced.</p> |

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| <p>response to ongoing feedback, including new arguments or information.</p> | |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>Write a fictional vignette, anecdote, or short story involving a character inspired by Joseph and Francis Gies's <i>Life in a Medieval City</i>.</p> |
| <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> Business – the letter writing activity uses the standard form of a business letter Mathematics – dimensions of Gothic architecture</p> |
| <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p><i>Technology Integration</i> Use of word documents to write letters PowerPoint or other multimedia program – to show their research on artists</p> |
| <p>Research to Build and Present Knowledge</p> | <p><i>Global Perspectives</i> Study other countries that have experienced the shift of religious life to secular life.</p> |
| <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | |
| <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> | |
| <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>Range of Writing</p> | |
| <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection,</p> | |

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| <p>and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> | |
| <p>SPEAKING & LISTENING</p> | |
| <p>Comprehension and Collaboration</p> | <p>Instructional Focus:</p> |
| <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,</p> | <p>Review the controversy between religions.</p> <p>Examination of Old Testament stories and their connection to Islam and/or Judaism</p> <p>Introduce Catholicism as a leading institution.</p> <p>Sample Assessments:</p> <p>Research and present how Old Testament stories (Cain and Abel, Daniel and the Lion, etc.) are connected to Judaism or Islam. Determine how these stories carried through The Middle Ages and are valued in today’s society.</p> <p>Study the characteristics of Romanesque and Gothic architecture and art, in groups, present a poster that indicates each, and participate in a guided tour of both the Cloisters and St. John the Divine where students examine elements of both buildings.</p> <p>Quizzes – pre-tour and post-tour – on aspects of Gothic and Romanesque architecture and art.</p> <p>With a partner, students research an assigned Pope, his accomplishments, his impact on society, and his leadership’s historical context.</p> <p>Watch the film <i>Into Great Silence</i>. Establish the life of monks, their work, & their influence in music and meditation: the chant.</p> <p>Watch <i>Chivalry and Betrayal</i> - connect and discuss how monarchs adopted this system.</p> |

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| <p>orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>Present how a knight and a lady lived in this time period.</p> <p>Instructional Strategies: <i>Interdisciplinary Connections</i> Viewing, evaluating, and interpreting art, architecture, and historical artifacts.</p> <p><i>Media Literacy Integration</i> Watch various film collections, including <i>The Tudors</i>, <i>Sister Wendy & the History of Painting</i>, videos that explore the great Gothic cathedrals, such as Notre Dame.</p> <p><i>Global Perspectives</i> Study American buildings that contain artifacts from all over the world and how the foundations of the structures themselves come from other cultures and traditions.</p> |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> | |
| <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | |
| <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | |
| <p>LANGUAGE</p> | |
| <p>Conventions of Standard English</p> | <p>Instructional Focus:</p> <p>During the tours, students become familiar with the vocabulary of church life and the components of the church itself.</p> <p>A study of the language in Gothic literature.</p> <p>A background on Chivalry and its impact on life and literature during the high middle ages.</p> <p>Sample Assessments: An examination of devices – unrhymed alliterative verse - in the poem <i>Beowulf</i></p> |
| <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. B. Spell correctly.</p> | |
| <p>Knowledge of Language</p> | |

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| <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>Students will explore the word “chivalry” and its relevance in history and literature.</p> |
| <p>Vocabulary Acquisition and Usage</p> | <p>Instructional Strategies:</p> |
| <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p><i>Interdisciplinary Connections</i> English history – the evolution of language</p> <p><i>Media Literacy Integration</i> Use of technology to show visuals of Beowulf and the old English language</p> |
| <p>Knowledge of Language</p> | |
| <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy |

- Health Literacy

UNIT 4: Renaissance and Beyond

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| <p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • The rebirth of the classical culture after a long darkness of the Middle Ages. • The understanding of self as social and creative beings. • The roots of Humanism can be traced to the slowly developing separation of organized religion. • Art and music becomes accessible to the masses as it shifts from religion and celebrates the human. • The pendulum of art swings from classicism to finally arrive at some comparatively extreme, stylized, highly decorative or emotional style, only to have the pendulum swing back to the classical again. | |
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> • What did the rebirth of art mean for the average man? • What are the elements of Humanism and how were they demonstrated in art and literature? • Why were the key artists and art of the Renaissance transcendent? • How is art represented today? | <p>Students will understand that...</p> <p>Renaissance art and music means understanding the work of artists.</p> <p>Power shifts from religious elite to the individual and individual experience, and this is represented in various artistic works.</p> <p>The Hellenistic sculpture inspired the pursuit of an emotional charge, heroic ideal, i.e. Michelangelo's <i>David</i>.</p> <p>The work of Renaissance inventors and artists would inform the artists, scientists, and industrialists for centuries to come.</p> |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> | <p>Examples, Outcomes, Assessments</p> |
| Students will: | <p>Instructional Focus:</p> <p>Students explore the continuations of art, philosophy, and religion by reading <i>The Creative Impulse</i> by Dennis J. Sporre and Daniel Boorstin's <i>The Creators</i>: a basic introduction and overview and an exhaustive in-depth exploration, respectively.</p> |
| READING | |
| Key Ideas and Details | |
| <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including</p> | |

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| <p>determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> | <p>Through the reading of these two authors, students examine the rebirth of art and the return to classicism.</p> <p>Students interpret ballet as an artistic expression that emerged in the 15th century from Italian Renaissance.</p> <p>Students are introduced to additional readings about Michelangelo, DaVinci, and Raphael.</p> <p>New forms of art are explored, including photography and music to show the advancements through the ages.</p> <p>Sample Assessments: Chapter are divided for group reading; students individually present the found materials and take notes for the class.</p> <p>Research and read extensively about the emergence of ballet as an art form: interpret meaning in various dances.</p> <p>Read various articles from <i>The National Geographic</i>. Analyze photographs for a similar criteria used for paintings.</p> <p>In groups, read and discuss a chapter from Dorian Lynskey’s <i>33 Revolutions Per Minute</i>.</p> <p>Instructional Strategies:</p> <p><i>Interdisciplinary Connections</i> - Readings reveal inventions that lead into technology, sciences, and eventually the industrial age.</p> <p><i>Technology Integration</i> - Students read about other great inventors, both within the Renaissance and beyond.</p> <p><i>Media Literacy Integration</i> - Students view slides and images of the great Renaissance artists and the expanding musical horizon including</p> |
| <p>Craft and Structure</p> | |
| <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure</p> | |

specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

secular music, sacred music, and instrumental music.

Global Perspectives

Gothic influences are still prevalent in the 21st century world

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| <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> | |
| <p>Range of Reading and Level of Text Complexity</p> | |
| <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> | |
| <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> | |
| <p>WRITING</p> | <p>Instructional Focus:</p> |
| <p>Text Types and Purpose</p> | |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>Written responses to musical selections from the Renaissance and beyond.</p> <p>Students write their own lyrics to preexisting Renaissance melodies.</p> <p>Sample Assessments: Students evaluate and critique the lyrics of their classmates (see above).</p> <p>Write an essay – compare and contrast two ground-breaking artists, such as DaVinci and Michelangelo.</p> <p>List and then explore key differences between Medieval and Renaissance art.</p> <p>After reading articles from <i>The National Geographic</i>, write personal responses to various journalistic endeavors.</p> |
| <p>Production and Distribution of Writing</p> | |
| <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Instructional Strategies:</p> <p><i>Technology Integration</i> -Provide a variety of music from this time period, including the works of Hildegard von Bingen.</p> |

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| <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | |
| <p>Research to Build and Present Knowledge</p> | |
| <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>Range of Writing</p> | |
| <p>W.11-12.10. 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.</p> | |
| <p>SPEAKING & LISTENING</p> | |
| <p>Comprehension and Collaboration</p> | <p>Instructional Focus:</p> |
| <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative</p> | <p>Students listen to a variety of educational videos on the Renaissance.</p> |

discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,

Students create presentations that delineate the shift in art and architecture through the early and high Renaissance.

Formulate a timeline of significant art movements since the Renaissance.

Sample Assessments:

Choose one work of art from the Middle Ages and one work of art from the high Renaissance to compare and contrast in oral discussion.

Watch documentaries that explore the history of American landmarks: *Statue of Liberty, Mount Rushmore*, etc.

Research, record, and present various interpretations of a photograph from *The National Geographic*. In addition, determine the controversy behind the piece, the story, and any information that has developed since the piece was published.

Examine protest music: in groups, read about a movement, find a protest song, and present the lyrics, the background of the song, and how the music and protest became influential.

Watch documentaries on the following artists: Andy Warhol and Jackson Pollack.

Instructional Strategies:

Interdisciplinary Connections

Public speaking, art, and historical background needed

Technology Integration

PowerPoint or other multimedia presentation program will be incorporated for students' presentations.

Global Perspectives

Presentation on important works outside of Europe, namely Japan and Africa.

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| links among ideas, word choice, points of emphasis, and tone used. | |
| Presentation of Knowledge and Ideas | |
| <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> | |
| LANGUAGE | |
| Conventions of Standard English | Instructional Focus: |
| <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">A. Observe hyphenation conventions. B. Spell correctly.</p> | <p>Students receive an extensive Visual Arts vocabulary packet that pertains to each unit.</p> <p>The Renaissance, Baroque Age, & The Enlightenment offer new terminology for art & architecture. Students reference such jargon in their discussions of these time periods and their relevance to the humanities.</p> |
| Knowledge of Language | Sample Assessments: |
| L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening. | <p>In their presentations, students use terms for artistic elements that show their expertise in the early to high Renaissance. This is assessed holistically for how it shows a healthy knowledge of the art.</p> <p>In groups, students thoroughly examine and orally apply the visual arts vocabulary and terminology to “Poppies Blooming,” “Wheatfield with Crows,” “Budapest Train Station,” and “Street Flags.”</p> |
| Vocabulary Acquisition and Usage | Instructional Strategies: |
| | <i>Interdisciplinary Connections</i> |

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| <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Public speaking & art will be incorporated.</p> <p><i>Technology Integration</i> The use of PowerPoint or an student created movie in presentations.</p> <p><i>Global Perspectives</i> Gothic influences are still prevalent in the 21st century world</p> |
| <p>Knowledge of Language</p> | |
| <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. for meaning or style, and to comprehend more fully when reading or listening.</p> | |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy |

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

| Sensory Supports | Graphic Supports | Interactive Supports |
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| Real-life objects (realia) | Charts | In pairs or partners |
| Manipulatives | Graphic organizers | In triads or small groups |
| Pictures & photographs | Tables | In a whole group |
| Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures |
| Magazines & newspapers | Timelines | With the Internet (websites) or software programs |
| Physical activities | Number lines | In the home language |
| Videos & films | | With mentors |
| Broadcasts | | |
| Models & figures | | |

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

| Accommodations | Interventions | Modifications |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/ expectations |
| Repeat/confirm directions | Increase task structure (e.g., directions, checks for understanding, feedback) | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
| Audio Books | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping | Modified assessment grading |