

Humanitas Interdisciplinary Thematic Unit

School: El Camino Real High School	Track: Traditional	Grade: Tenth	Timeframe: Fourth Quarter
Team Members: Melinda Owen	Devon Knadle	Dean Sodek	
Subject Area: English 10	World History	Zoology/Biology	

Unit Theme: Civilization and Savagery: Social, Political, and Environmental Systems in the Balance

Rationale	<p>One of the fundamental questions facing humanity is how we define that humanity, often followed by an examination of human and individual history, seeking answers or evidence for our assertions. Much of the 10th grade year has focused on this issue in different ways, beginning with the ancient philosophers’ assertions, the medieval and renaissance re-evaluations, the vast changes and challenges brought by the Industrial Revolution, the modern age, and the subsequent world wars, and into the current age. This thematic unit re-examines some earlier philosophical views adding the voices of post-industrial and -scientific revolution thinkers, and considers the results of the climactic changes of the 20th century. Further, moving beyond the realm of purely intellectual response, we examine the actual results of human self-interest, whether enlightened--or more usually—not, and the results of our often single-minded desire to prosper—as individuals, nations or as a whole, particularly referencing our most pressing crisis: the collapse of environmental systems and resource scarcity.</p>		
Student Outcomes			
Focus Standards	<p>English: Literary Response & Analysis (3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.12)</p> <p>Zoology/Biology: Ecology (6a, 6b, 6c, 6e)</p>	<p>World History: Contemporary World (10.10.1, 10.10.2, 10.10.3, 10.10.4)</p>	
Understandings	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Philosophers have long posited mankind’s inability to control his darker nature. • There is both evidence of this darker nature in our actions, and in the artistic descriptions of it. • Other thinkers, scientists included, have suggested that there are solutions to some of these human-created ills. • Human behaviors, positive or negative, have a cumulative affect. • The environmental challenges we face are the direct results of human activity and environmental practices. Shifts in these actions can slow and reverse current trends. 	Theme-related Essential Questions	<ul style="list-style-type: none"> • What is the true nature of humankind? <ul style="list-style-type: none"> ○ What assertions do the philosophers and thinkers make about this question? ○ What do the fine arts and literature portray about this issue? • What are the greatest problems facing our planet and how can we mobilize to solve them? • How can seemingly minor climatic changes have devastating impacts on natural systems? • In what ways does resource scarcity threaten the stability of governments? • What do modern scientific thinkers have to say about the solutions to the environmental crisis we face?
Interdisciplinary Essay Prompt	<p>Since the dawn of civilization, great thinkers have espoused philosophies regarding the nature of man to explain our transgressions and provide clarity for the future. Write an essay that discusses various perspectives on the nature of humanity and how these ideals are manifested socially, politically, and environmentally in our culture. First, choose two of the philosophers we have studied and describe how their philosophies inform us about the nature of humanity. Next, explain how William Golding uses the ideas expressed in these philosophies by analyzing the themes and characterizations in his novel <u>Lord of the Flies</u>. Next, discuss two environmental problems that have arisen from our human nature as described by these philosophers. For each of these problems, describe a course of action that can lead to a sustainable solution. Then, explain how Alexis Rockman’s painting, <i>Manifest Destiny</i> reflects the issues and concerns that relate to human nature and humankind’s impact on the world. Finally, argue which philosopher best predicts how humankind will respond to the challenges it faces.</p>		

Humanitas Interdisciplinary Thematic Unit Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Mrs. Melinda Owen

Subject-Area: English Lang Arts

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> The philosophical/scientific assertions of Hobbes, Rousseau, Darwin, Freud and Dawkins The cultural and political history of the fin de siecle and the modern period, and how the major movements in 19th & 20th century art reflect these cultural changes <u>Lord of the Flies</u> (LotF) as a document that reflects its age, and attempts to answer: What is the Nature of Man? 	<p>Students will know...</p> <ul style="list-style-type: none"> A general understanding of the theories of 5 major philosophers 3 major themes that underlie the characters & plot of LotF The major art movements that develop in response to the age's pressures and concerns How literature in general, and LotF in specific, responds to the same 	<p>Reading: <i>Vocabulary and Concepts</i> 1.1 Identify and use the literal and figurative meanings of words 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. <i>Reading Comprehension</i> 2.3. Generate relevant questions about readings on issues that can be researched. <i>Literary Response & Analysis</i> 3.3 Analyze interactions between main and subordinate characters (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. Writing: Written Language Conventions 1.3, 1.4, 1.5 Writing Strategies 1.1, 1.2, 2.2 <u>Listening and Speaking</u> 1.1</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> What is the nature of Man? What have philosophers since the Renaissance posited in answer to this same questions? How do the concerns and issues of the fin de siecle and the early 20th century create a literary style and thematic emphasis? How do the art and literature of the period reflect these same concerns? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> connect major themes in LotF to the philosophers' beliefs analyze the motivations and natures of the 4 major characters relate the characters' actions back to the philosophical assertions of Hobbes, Darwin and Freud explain the changes in art (including literature) as a reflection of the cultural shifts in the 20th century 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> vocabulary work and quizzes chapter questions symbolism sheets character sheets plot time lines 	<p>Summative Assessments</p> <ul style="list-style-type: none"> As part of the English unit final exam: <ul style="list-style-type: none"> multiple-choice questions short answer questions Essay: How Golding uses Freud's tripartite Theory of the Unconscious, with an analysis of 3 characters, 1 to exemplify each part. The Thematic Unit Essay Exam 	
Learning Plan		
<p>Texts: <i>Lord of the Flies</i>, by Wm Golding; excerpts from Hobbes' <i>Leviathan</i>, Dawkins' <i>The Selfish Gene</i></p> <p>Major Lessons: Extensive lecture: philosophy background, social/political/cultural history of late 19th to mid 20th century</p> <p>ELL/SPED differentiation: additional verbal scaffolding for texts (more detailed explanation, vocab explanation, etc); extra time to complete tasks, incl quizzes, journals, essays; a simplified explanation of the philosophical concepts as necessary; additional one-on-one explanation of any concepts, as necessary.</p>	<p>Projects/Activities: Journaling and tracking the following in three separate documents: Major symbols and motifs of the novel, the description and development of four major characters as the book progresses—including textual (concrete) evidence, and plot elements/events and their implications for theme.</p>	

Humanitas Interdisciplinary Thematic Unit Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Mr. Devon Knadle

Subject-Area: World History

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><u>Important Concepts</u></p> <ul style="list-style-type: none"> • The environmental crisis (man vs. nature) • The need for sustainable development and alternative energy • Political and economic challenges (i.e., the gap between rich and poor, food shortages and civil wars, and the outlook for democracy) • The technological revolution (i.e., transportation, communication, universal health care, agriculture, and weapons of war) • Nurturing a global vision (“thinking globally, acting locally”) 	<p><u>Students will know...</u></p> <ul style="list-style-type: none"> • That modern economies can pose serious threats to the environment. They will learn about the variety of ways in which human beings contribute to the deterioration and destruction of planet Earth. • They will also find out that today’s societies face several political and social challenges, especially the challenge of how to balance the costs and benefits of the new technological revolution. • They will understand that our world is faced with ever-increasing turmoil and competition for natural resources. 	<p>10.10 Students analyze instances of nation-building in the modern world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>
<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> • How are humans affecting the world in which they live, in both a positive and negative way? • What is the current state of the environment and environmental awareness in the United States? • What types of things can be done to take part in the Green revolution? How are people hindering this movement? • - Are the inhabitants of our planet faced with inevitable apocalypse or is there still hope for future generations to thrive here on Earth? 	<p><u>Students will be able to...</u></p> <ul style="list-style-type: none"> • Intelligently evaluate major environmental problems that plague us today. • Issues such as global warming, deforestation, sustainable development, and the greenhouse effect will be discussed and debated. • Students will apply what they have learned to real world events, and use their knowledge to hopefully contribute to the rebuilding efforts of our planet. • They will analyze how the global economy has developed and how advances in global communication contribute to it. 	
<p>Assessment Evidence</p>		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Global Issues Chart- Guided Reading Activity • Chapter Review Questions & Content Vocabulary • “Environmental Degradation” PowerPoint Presentation • Primary Source Readings (e.g., Brown, Hobbes, Darwin) • Environmental Activity: Challenges and Hopes for the Future 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Interdisciplinary Project: <i>Planet Earth-The challenges we face</i> • Multimedia presentation of the above project • Content Vocabulary Quiz • Chapter Test (Multiple Choice, True/False, Matching) • Interdisciplinary Thematic Unit Essay 	
<p>Learning Plan</p>		
<ul style="list-style-type: none"> • <u>World History: Modern Times</u> (textbook) • <u>Plan B: Mobilizing to Save Civilization</u> by Lester Brown • Leviathan (excerpts) by Thomas Hobbes • Socratic Seminar: Environmental & Political Challenges • Multimedia PowerPoint presentations on global issues • Primary source documents • Chapter Review Questions • Content Vocabulary Words • Various quizzes/tests on the textual material • Interdisciplinary essay exam 	<ul style="list-style-type: none"> • Interdisciplinary Project: <i>Planet Earth-The Challenges We Face</i> Students research critical environmental and political issues (energy and water conservation, loss of habitat and biodiversity, waste reduction, food choices, global warming, etc.), then design and perform a 2-week experiment to address the problem. Students develop multimedia presentations to share experimental results and what they have learned. • ELL/SPED differentiation: preferential seating, scaffolding of textual information, socratic seminar, extra time to complete tasks, and additional one-on-one explanations, as needed 	

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Mr. Dean Sodek

Subject-Area: Zoology (Biology)

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><u>Important Concepts</u></p> <ul style="list-style-type: none"> • Classification and taxonomy • Physiology of major vertebrate and invertebrate groups • The interdependence of life on earth • The diversity and commonality of life on our planet • Humankind’s unique role and ability to protect and endanger life on Earth 	<p><u>Students will know...</u></p> <ul style="list-style-type: none"> • Characteristics of organisms in various taxonomic subgroups. • Characteristics of healthy biomes, ecosystems, and habitats. • Physiology of body systems for various vertebrates and invertebrates. • How climate changes promote the redistribution and elimination of plants and animals on the planet. 	<p>6.a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <p>6.b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> <p>6.c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <p>6.e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.</p>
<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> • Why is it important to save habitats, rather than species? • What are the biological and environmental ramifications of climate change? • How do various environmental pollutants affect the physiology and reproduction of organisms? • How can seemingly minor climatic changes have large-scale effects on habitats and the distribution of species on our planet? 	<p><u>Students will be able to...</u></p> <ul style="list-style-type: none"> • Examine the characteristics of organisms and classify them into distinct taxonomic subgroups based upon those characteristics. • Diagram complex food chains and webs. • Use population data of species within a habitat to make sound conclusions about the stability of the environment. • Identify strategies for creating a sustainable future. • Identify the roles of Zoos and other organizations in breeding endangered animals and protecting wild habitats. 	
Assessment Evidence		
<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Shared Inquiry for selected readings on from Darwin, Dawkins, Brown, and Wilson • Presentation and discussion of <i>Biology Thinkers: From Survival of the Fittest to Survival of Civilization</i>, detailing the philosophies of Darwin, Dawkins, Wilson, and Brown • Warm-ups, quizzes, and student corrections • Applying philosophy to <u>Manifest Destiny</u> by Alexis Rockman with accompanying essay from Brooklyn Museum of Art 	<p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Interdisciplinary Project: <i>Planet Earth-The Challenges We Face</i> <ul style="list-style-type: none"> ○ <i>Research Paper</i> ○ <i>Multimedia Presentation</i> ○ <i>Experimental Design & Results</i> • Interdisciplinary Humanitas Essay • Chapter exams on Vertebrates and Ecology 	
Learning Plan		
<ul style="list-style-type: none"> • <u>Biology</u> by George Johnson • <u>On the Origin of Species</u> (excerpts) by Charles Darwin • <u>The Selfish Gene</u> (excerpts) by Richard Dawkins • <u>Plan B 3.0: Mobilizing to Save Civilization</u> by Lester Brown • <u>The Diversity of Life</u> (excerpts) by E.O. Wilson • <u>365 Ways to Change the World</u> by Michael Norton • Art Analysis: <u>Manifest Destiny</u> by Alexis Rockman with accompanying essay from Brooklyn Museum of Art 	<ul style="list-style-type: none"> • Interdisciplinary Project: <i>Planet Earth-The Challenges We Face</i> Students research critical environmental and political issues (energy and water conservation, loss of habitat and biodiversity, waste reduction, food choices, global warming, etc.), then design and perform a 2-week experiment to address the problem. Students develop multimedia presentations to share experimental results and what they have learned. 	