

Humanitas Interdisciplinary Thematic Unit

School: El Camino Real High School		Track: Traditional	Grade: Ninth	Timeframe: 4 th Quarter	
Team Members:	Denise Leonard	Nicole Salottolo	Dean Sodek	Regina Goad	Lori LoCurto
Subject Area:	English	English	Biology	Health	Algebra I

Unit Theme: Collecting Stories: Our Anthology on the Human Condition

Rationale	Over the course of this year, the 9 th grade program has examined how individuals identify and solve problems, and how our decision-making and experiences help to shape our personal identities. In our culminating unit, <i>Collecting Stories: Our Anthology on the Human Condition</i> , we will examine how our individual identities contribute to an ever-changing collective identity for humanity. Through reading the personal stories of others, conducting interviews of friends and family members, and sharing meaningful moments from our own lives, we can find wisdom, inspiration, and beauty in the triumphant and tragic stories of the people all around us. The telling and sharing of our individual life stories can truly enrich our personal journeys, influence the lives of others, and make a lasting contribution to the human condition.				
Student Outcomes					
Focus Standards	<u>ENGLISH LANGUAGE ARTS</u> <ul style="list-style-type: none"> • Writing Strategies (1.3, 1.8) • 2.0 Writing Applications (2.1) • Speaking Applications (2.1, 2.3) <u>BIOLOGY</u> <ul style="list-style-type: none"> • Physiology of Body Systems (9a,9b,9d) • The Human Immune Response: (10.b, 10.c, 10.d, 10.e, 10.f) 		<u>HEALTH</u> <ul style="list-style-type: none"> • Mental, Emotional, and Social Health: (1.3.M, 1.4.M, 1.11.M) • Interpersonal Communication: (4.2.M) • Personal and Community Health: (1.1.P, 1.4.P, 1.8.P, 1.10.P) <u>ALGEBRA</u> <ul style="list-style-type: none"> • Algebra I (1.5, 12.0, 16.0) 		
Understandings	<i>Students will understand that...</i> <ul style="list-style-type: none"> • We can better understand our own lives from listening to the experiences of others • Heeding the hard-learned lessons and challenging experiences that others share can spare us from going through them ourselves • Who we choose as role models, and the reasons we choose them, can have a profound impact on our personal identities, and ultimately, our collective identity. • Physiological responses dictate the emergence, treatment, and efficacy of health related illnesses • Relevant math skills can be used to model the spread of infectious disease • Pathogens and diseases have a physical, emotional, and social impact 	Theme-related Essential Questions	<ul style="list-style-type: none"> • How do stories connect us as human beings? • What can stories teach us about the human condition? • What can we learn about others' culture, ethnicity or background from stories? • Why are the stories of everyday people more important than the stories of celebrity magazines? • How do factors such as geography, genetics, and culture determine the prevalence of certain health issues? • What are some factors that contribute to the preventability of certain diseases? • How can an exponential function be used to model the spread of disease? • How can you use a graph of an exponential function to make predictions about the spread of a disease? 		
Interdisciplinary Essay Prompt	Author Dave Isay, the founder of StoryCorps, wrote that the acts of listening and sharing important stories from our lives “honor our families, friends, and elders: the ordinary people we find all around us who, in their day-to-day acts of kindness, courage, and humanity, embody the human spirit”. Using the stories that you have read, heard, and shared over the course of this unit, write an essay that examines how people are impacted by the sharing of meaningful moments from their lives. First, explain an example of how an ordinary person embodies the spirit of kindness, courage, or humanity within his or her life. Then, discuss how a person may be impacted by a common health issue in our society. Be sure to discuss the physiology of the issue as well as health practices that can be used to prevent, manage, or cope with this issue. Finally, discuss the value of listening to the stories of others as it honors their lives and enriches ours.				

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: El Camino Real HS Teacher: Denise Leonard & Nicole Salottolo Subject-Area: English Lang Arts Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> • Developing and using clear research questions • Applying appropriate interviewing techniques • Writing/publishing biographical narrative • Delivering narrative presentations 	<p>Students will know...</p> <ul style="list-style-type: none"> • The structure of narrative, including sequencing to balance pace of story • How to research for background information to a specific or historical event • How to present a paper 	<p>1.0 Writing Strategies <i>Research and Technology</i></p> <p>1.3 Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>2.0 Writing Applications</p> <p>2.1 Write biographical or autobiographical narratives or short stories:</p> <p>a. Relate a sequence of events and communicate the significance of the events to the audience.</p> <p>d. Pace the presentation of actions to accommodate changes in time and mood.</p> <p>2.0 Speaking Applications</p> <p>2.1 Deliver narrative presentations:</p> <p>d. Pace the presentation of actions to accommodate time or mood changes.</p> <p>2.3 Apply appropriate interviewing techniques:</p> <p>a. Prepare and ask relevant questions.</p> <p>b. Make notes of responses.</p> <p>c. Use language that conveys maturity, sensitivity, and respect.</p> <p>d. Respond correctly and effectively to questions.</p> <p>e. Demonstrate knowledge of the subject or organization.</p> <p>f. Compile and report responses.</p> <p>g. Evaluate the effectiveness of the interview.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> • How does an ordinary person embody the spirit of kindness, courage, or humanity? • How are people impacted by sharing of meaningful moments from their lives? • What contribution do personal stories have on the human condition? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Develop questions, conduct and record personal interviews • Write biographical narratives, design and publish stories • Present narratives to an audience with a visual aid (video or slide show) 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Group development of interview questions • Individual compilation of interviews (notes) • Research notes on historical or specific event 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Published individual biographical narrative • Presentation of narrative with video or slide show • Published group narratives (anthology) 	
Learning Plan		
<ul style="list-style-type: none"> • <u>Listening is an Act of Love: A Celebration of American Life from the StoryCorps Project</u>, editor Dave Isay • Pandemic Influenza Storybook: Personal Recollections From Survivors, Family, and Friends at http://www.pandemicflu.gov/storybook/ • <i>Helping Students Conduct Successful Interviews</i> online StoryCorps guide • Researching and developing interview questions • Compiling and recording interviews (mini lesson/activity) • From notes to narrative (major lesson) • Publishing (group activity/event) • Presentation of group narratives (group project/event) 	<p>The Anthology Project: Student work in groups to illuminate a theme (struggle, courage, work, family, etc.), and then conduct interviews to collect personal stories about their theme. The group will present their interviews, and lessons learned, on stage in Anderson Hall before an audience of their freshman peers and various other Humanitas classes from different grade levels. To prepare, each Humanitas class shares selected stories from <i>Listening is an Act of Love</i>, develops interview questions that pertain to their discipline, and assists with the development of the PowerPoint presentation. Students create a reflection page in honor of the person they interviewed and their experience. The reflection pages will be collected and published in our book, <u>Collecting Stories: Our Anthology on the Human Condition</u>.</p>	

Humanitas Interdisciplinary Thematic Unit Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Dean Sodek

Subject-Area: Biology

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> Immunology and the Immune System Physiology of gaseous exchange between the cardiovascular and respiratory systems Structural differences between bacteria and viruses determine modes of infection, treatment, and virulence 	<p>Students will know...</p> <ul style="list-style-type: none"> Principles of gaseous exchange between the respiratory and cardiovascular systems. The role of immune system cells (phagocytes, B-lymphocytes, and T-lymphocytes). Structural differences between bacteria and viruses. 	<p><u>Physiology</u> 9a. The complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste (CO₂) 9b. The nervous system mediates communication between parts of the body and its interactions with the environment. 9d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. <u>Immunology</u> 10.a The skin provides nonspecific defenses against infection. 10.b Students know the role of antibodies in the body's response to infection. 10.c Students know how vaccination protects an individual from infectious diseases. 10.d There are important differences between bacteria and viruses (requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections). 10.e Students know why an individual with a compromised immune system may be unable to fight off and survive infections by microorganisms that are usually benign. 10.f Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> In what ways have diseases shaped human history, its cultures, and our society? What are the physiological causes for diseases and disorders of the cardiovascular, respiratory, and nervous systems? What are the physiological causes and best preventative measures for heat disease, cancer, stroke, and Alzheimer's? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Trace the path of an O₂ or CO₂ molecule throughout the body. Model an immune system response. Diagram and explain the steps of infection, replication, and transmission of bacterial and viral diseases. Demonstrate how health practices mitigate the spread of disease (1918 and recent H1N1 Influenza A) 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> Physiology Storybook Project PowerPoint Project Development Shared Inquiry with 1918 Influenza outbreak stories StoryCorps. readings and Shared Inquiry. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Cardiovascular, respiratory, nervous, and immune system exams <i>Collecting Stories</i> Humanitas essay exam <i>Anthology Project</i> interviews, group presentations, and tribute page 	
Learning Plan		
<ul style="list-style-type: none"> <u>Biology</u> by George Johnson <u>Listening is an Act of Love: A Celebration of American Life from the StoryCorps Project</u>, editor Dave Isay Pandemic Influenza Storybook: Personal Recollections From Survivors, Family, and Friends at http://www.pandemicflu.gov/storybook/ Top Ten Tips for PowerPoint Presentations & Interviews Physiology Storybook: Students create and illustrate a children's book that explains the basic physiology of a body system, and how to avoid complications that can occur. 	<p>The Anthology Project: Student work in groups to illuminate a theme (struggle, courage, work, family, etc.), and then conduct interviews to collect personal stories about their theme. The group will present their interviews, and lessons learned, on stage in Anderson Hall before an audience of their freshman peers and various other Humanitas classes from different grade levels. To prepare, each Humanitas class shares selected stories from <i>Listening is an Act of Love</i>, develops interview questions that pertain to their discipline, and assists with the development of the PowerPoint presentation. Students create a reflection page in honor of the person they interviewed and their experience. The reflection pages will be collected and published in our book, <u>Collecting Stories: Our Anthology on the Human Condition</u>.</p>	

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Regina Goad

Subject-Area: Health

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> • There are six areas of health that are impacted by life events • Health behaviors affect multiple areas of health • Personal health behaviors impact societal health issues • We often choose role models for different areas of our lives 	<p>Students will know...</p> <ul style="list-style-type: none"> • The value and importance of managing health behaviors. • How personal health behaviors and public health policies can prevent the spread of infectious disease and help to prevent degenerative health issues. • Qualities they seek for healthy peer and family relationships. 	<p>Mental, Emotional, and Social Health:</p> <p>1.2.M Analyze the qualities of healthy peer & family relationships.</p> <p>1.3.M Describe healthy ways to express caring, friendship, affection, and love.</p> <p>1.4.M Describe the qualities that contribute to a positive self-image</p> <p>1.5.M Describe how social environments affect health and well-being</p> <p>1.11.M Identify loss and grief</p> <p>Interpersonal Communication:</p> <p>4.2.M Discuss healthy ways to respond when you or someone you know is grieving.</p> <p>Personal and Community Health:</p> <p>1.1.P Discuss the value of managing personal health behaviors</p> <p>1.2.P Evaluate the importance of regular medical check-ups and vaccinations</p> <p>1.3.P Identify symptoms that should prompt individuals to seek health care.</p> <p>1.4.P Identify types of pathogens that cause disease.</p> <p>1.8.P Identify types and symptoms of cancer.</p> <p>1.10.P Explain how public health policies and governmental regulations influence health promotion and disease prevention.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> • In what ways do our personal health behaviors impact societal health issues? • Is it important for people to have role models that they can look up to? • Do the role models you have chosen exhibit the characteristics you value most? • Why might a parent or adult be reluctant to embrace their child's role model? • How does the sharing of stories affect mental, emotional, and even social health? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and describe the six areas of health (mental, emotional, social, physical, spiritual, and environmental). • Identify and explain factors that affect these areas of health in positive and negative ways. • Explain characteristics they admire in friends, family, and other role models. • Express characteristics that they admire in a person and explain why those qualities are important to them. 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Mental, Emotional, and Social Health peer-graded quizzes and corrections • Personal and Community Health peer-graded quizzes and corrections • Health-related Anthology Project question development 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Mental, Emotional, and Social Health Chapter Exam & Essay • Personal and Community Health Chapter Exam & Essay • Collected Stories Humanitas Essay Exam • <i>Anthology Project</i> interviews, group presentations, and tribute page 	
Learning Plan		
<ul style="list-style-type: none"> • <u>Listening is an Act of Love: A Celebration of American Life from the StoryCorps Project</u>, editor Dave Isay • Pandemic Influenza Storybook: Personal Recollections From Survivors, Family, and Friends at http://www.pandemicflu.gov/storybook/ • Top Ten Tips for PowerPoint Presentations & Interviews • Hero Among Us Poster Project w/ Guided Questions: Students create a poster collage that illustrates the qualities they admire in a person they have chosen as a role model. Students use combinations of photographs, magazine images and advertisements, internet images, and text to create their work of art. • Socratic Seminar: Relating to peer and family relationships, as well as the impacts of personal and public health issues. 	<p>The Anthology Project: Student work in groups to illuminate a theme (struggle, courage, work, family, etc.), and then conduct interviews to collect personal stories about their theme. The group will present their interviews, and lessons learned, on stage in Anderson Hall before an audience of their freshman peers and various other Humanitas classes from different grade levels. To prepare, each Humanitas class shares selected stories from <i>Listening is an Act of Love</i>, develops interview questions that pertain to their discipline, and assists with the development of the PowerPoint presentation. Students create a reflection page in honor of the person they interviewed and their experience. The reflection pages will be collected and published in our book, <u>Collecting Stories: Our Anthology on the Human Condition</u>.</p>	

Humanitas Interdisciplinary Thematic Unit

Subject-Area Unit Plan

School: El Camino Real HS

Teacher: Lori LoCurto

Subject-Area: Algebra

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> Students will understand exponential functions and use these functions in problems involving exponential growth. Mathematical models are important tools that assist in extrapolating data for predictive value. 	<p>Students will know...</p> <ul style="list-style-type: none"> How to solve a problem involving exponential rates of growth. How to graph an exponential function. How to use an exponential function to represent a real world situation. 	<p>Algebra</p> <p>12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.</p> <p>1.5 Students will represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.</p> <p>16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> What is an exponential function? How do we prove that an exponential function is a function (rather than a relation)? What are the domain and range? What types of real world situations involve exponential functions? How does an exponential function compare to a linear function and a quadratic function? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Use the vertical line test to show that the graph of an exponential function is indeed a function. State the domain and range for a given exponential function. Use an exponential function to represent a real world situation involving spread of disease. Graph an exponential function to visually represent a real world situation involving spread of disease. Use an exponential function to make predictions about the spread of disease. 	
<p>Assessment Evidence</p>		
<p>Formative Assessments</p> <ul style="list-style-type: none"> Class discussions Pandemic Influenza Storybook reading, discussion, and questions Practice exponential growth problems Homework assignments. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Math/Science problems, solving and graphing exponential problems, with written response. Quiz on Exponential Functions, Section 8.3. Collected Stories Humanitas Essay Exam <i>Anthology Project</i> interviews, group presentations, and tribute page 	
<p>Learning Plan</p>		
<ul style="list-style-type: none"> <u>Algebra I: Concepts and Skills</u>, Larsen. <u>One Grain of Rice</u>, Demi; an exponential growth storybook <u>Listening is an Act of Love: A Celebration of American Life from the StoryCorps Project</u>, editor Dave Isay Pandemic Influenza Storybook: Personal Recollections From Survivors, Family, and Friends at http://www.pandemicflu.gov/storybook/ Analyzing tables and statistics at www.cdc.gov Math and Science Problem w/ Written Response: Exponential growth and the spread of disease Development of interview questions/culminating interview project. 	<p>The Anthology Project: Student work in groups to illuminate a theme (struggle, courage, work, family, etc.), and then conduct interviews to collect personal stories about their theme. The group will present their interviews, and lessons learned, on stage in Anderson Hall before an audience of their freshman peers and various other Humanitas classes from different grade levels. To prepare, each Humanitas class shares selected stories from <i>Listening is an Act of Love</i>, develops interview questions that pertain to their discipline, and assists with the development of the PowerPoint presentation. Students create a reflection page in honor of the person they interviewed and their experience. The reflection pages will be collected and published in our book, <u>Collecting Stories: Our Anthology on the Human Condition</u>.</p>	