

### Humanitas Interdisciplinary Thematic Unit

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|----------------------------|--------------------|---------------|--------------------------------|
| School: CARSON HIGH SCHOOL | Track: TRADITIONAL | Grade: 9TH    | Timeframe: MAY 8 – JUNE 15 '09 |
| Team Members:              | REBECCA FRANK      | SAILI TUITASI |                                |
| Subject Area:              | ENGLISH 9B         | BIOLOGY B     |                                |

Unit Theme: IN SICKNESS AND IN HEALTH: THE CAUSE AND EFFECT OF HUMANKIND'S ACTIONS UPON COMMUNITY AND HABITAT

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| <b>Rationale</b>                      | Students struggle to understand biological concepts such as ecology, environment, habitat and conservation, often overlooking the fact that they play an important role in the chain of events that create their world. For some, the immediate community and local neighborhood is their world. This unit explores historic social and family struggles that students encounter on a daily basis. The individual's role in society, social responsibility, and a real world view of social and the medical illnesses that continue to persist serve as a forum for discussion and a potential source of action.  |  |  |
| <b>Student Outcomes</b>               |   |  |  |
| <b>Focus Standards</b>                | English Language Arts Standards: Reading/writing 2.4 Synthesizing content and ideas from several sources focused on a single issue<br>Reading/writing 2.5 Extending ideas presented in primary or secondary sources through original analysis, evaluation and elaboration<br>Reading/writing – Writing a response to literature<br>Biology Standards: Ecology 6 Stability in an ecosystem is a balance between competing effects.   |  |  |
| <b>Understandings</b>                 | <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Earth has finite resources</li> <li>Humankind is competing with other organisms for survival</li> <li>Ecosystems must be balanced to be "healthy"</li> <li>Ecology has only been practiced for about 50 years</li> <li>Family groups rely on certain types of support networks to insure emotional health</li> <li>Understanding peer pressure and social dynamics can lead to better group dynamics</li> <li>Young people have more voice and more choice than they realize. Bystanding is never a neutral act.</li> </ul>   | <b>Theme-related Essential Questions</b> | <ul style="list-style-type: none"> <li>What is an ecosystem? How does pollution effect the environment?</li> <li>What are biocides? How do biocides differ from chemical-based insecticides? Explain the concept of biomagnification.</li> <li>What is a feud? How do feuds begin? How did the feud between the Montagues and the Capulets begin? Are you aware of any modern feuds that exist? How are modern feuds like or unlike the feuds Shakespeare addressed? How can an ordinary person make a difference in his/her community?</li> </ul> |
| <b>Interdisciplinary Essay Prompt</b> | Rachel Carson's <u>Silent Spring</u> is a story of how one courageous woman took on the chemical industry and raised important questions about humans' impact on nature. William Shakespeare wrote <u>Romeo and Juliet</u> as a cautionary tale about how ancient feuds can destroy families. In a well-organized essay discuss the cause and effect of these actions and their outcomes. How did the dysfunction of the Montagues and Capulets "poison" the community and lead to a chain of tragic events? Who were Rachel Carson's critics and do you agree with their belief that she was an "hysterical woman writing oversimplifications and downright errors?" Was Carson's expose' of the chemical industry a necessary wake-up call to the general public which called for individual action? How can poetry (John Keats, "La Belle Dame sans Merci"), music (Joni Mitchell's "Big Yellow Taxi"), and literature ( <u>Romeo and Juliet</u> and <u>Silent Spring</u> ) shape our understanding of the cause and effect of human action upon humanity? |  |  |

**Humanitas Interdisciplinary Thematic Unit**  
**Subject-Area Unit Plan**

School: Caraon

Teacher: Rebecca Frank

Subject-Area: Eng. 9

| Essential Understandings  | Knowledge/ Skills   | Focus Standards  |
|---|---|--|
| Important Concepts : Peer pressure, stereotyping, social standing, class, position and status.  | Students will know...human behavior is sometimes predictable but often times it is not. How long standing "bad blood" poisons social interactions and often harms the innocent. | Literary Response and Analysis<br>Read and respond to historically or culturally significant works of literature |
| Guiding Questions<br>How did the longstanding feud between the Montagues and the Capulets "poison" the community of Verona?<br>What is the difference between fact and opinion? How does a writer develop and support opinion in an essay?<br>What is an 'expose'? How does someone know whether an 'expose' is well-researched, or if it is a personal attack. | Students will be able to...<br>Write an organized essay using specific evidence to support their ideas, opinions and point of view.   |  |
| <b>Assessment Evidence</b>  |   |  |
| <b>Formative Assessments</b><br>Identifying iambic pentameter, end rhyme, rhyme scheme, pun, metaphor, rhyming couplets , blank and free verse.<br>Students will compare and contrast Joni Mitchell's "Big Yellow Taxi," with Keat's "La Belle Dame sans Merci"   | <b>Summative</b><br>Relating readings to current issues of ecology in the media<br>Assessing the Interdisciplinary essay using an established rubric                            | Literary Analysis 3.3<br>Analyze interactions between main and subordinate characters                            |
| <b>Learning Plan</b>  |   |  |

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| <p>Major lessons, events, projects, activities, and ELL/SPED differentiation Students create flash cards using 76 literary terms. Students play Jeoparday using their literary terms to answer questions in teams. Students make connections between literature and current events. Students read <u>Romeo and Juliet</u> on act at a time while watching the 1968 Franco Zeferelli version of the film to aid their understanding.</p> |  |
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#### Subject-Area Unit Plan

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject-Area: \_\_\_\_\_ Quarter: \_\_\_\_\_

| Essential Understandings  | Knowledge/ Skills   | Focus Standards    |
|---|---|--------------------|
| <p>Important Concepts<br/>Biomagnification<br/>Chemicals, pesticides, ecology, global community, pollution, environment, CDC, EPA, carcenogens</p>  | <p>Students will know...<br/>Humankind is responsible for creating healthy balances for future generations<br/>The importance of Rachel Carson's research and writing</p>   | <p>ECOLOGY 6.1</p> |
| <p>Guiding Questions<br/>How did Rachel Carson's <u>Silent Spring</u> change pubic awareness of a potential environmental problem?<br/>What attacks did she endure for voicing her point of view?<br/>Why did people ultimately side with Rachel Carson over the chemical industry?</p> | <p>Students will be able to...<br/>Make better choices as potential consumers of insecticides and other agents determined to be a health risk.<br/>Speak/debate effectively after choosing a side in the ongoing argument about whether a problem exists.</p> |                    |
| <p>Assessment Evidence</p>  |   |                    |
| <p>Formative Assessments<br/>Students will identify genetic mutations caused by exposure to man-made chemicals<br/>Students will identify chemical chains as they exist in carbon-based insecticides</p>  | <p>Summative Assessments<br/>Students will create alternative methods of controlling insects on farms<br/>Assessment of Interdisciplinary essay</p>   |                    |
| <p>Learning Plan</p>  |   |                    |

### Humanitas Interdisciplinary Thematic Unit

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| Major lessons, events, projects, activities, and ELL/SPED differentiation |  |
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#### Subject-Area Unit Plan

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject-Area: \_\_\_\_\_ Quarter: \_\_\_\_\_

| Essential Understandings | Knowledge/ Skills           | Focus Standards |
|--------------------------|-----------------------------|-----------------|
| Important Concepts       | Students will know...       |                 |
| Guiding Questions        | Students will be able to... |                 |
| Assessment Evidence      |                             |                 |
| Formative Assessments    | Summative Assessments       |                 |
| Learning Plan            |                             |                 |

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#### Subject-Area Unit Plan

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject-Area: \_\_\_\_\_ Quarter: \_\_\_\_\_

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|--------------------------|-----------------------------|-----------------|
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| Guiding Questions        | Students will be able to... |                 |
| Assessment Evidence      |                             |                 |
| Formative Assessments    | Summative Assessments       |                 |
| Learning Plan            |                             |                 |

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