

Humanitas Interdisciplinary Thematic Unit

School: Reseda High School		Track:	Grade: 11	Timeframe: Three Weeks
Team Members:	John Bender	Paul Miller	Laura Novak	Naseema Bhinderwala
Subject Area:	U.S. History	American Literature	American Literature	Chemistry

Unit Theme: Searching for the American Dream

Rationale	<p>Students will study the American Dream through several lenses and students will gain various perspectives, as well as reflect on their own experience with the American Dream. Government policy regarding energy is changing; we are moving towards a society that relies less on fossils fuels and more on renewable energy. We are also in the midst of a “mortgage meltdown” with foreclosure rates skyrocketing. Students will make connections between the American Dream and the current mortgage crisis, as well as understand how energy has played an important role in defining how American lives their dreams. In addition, students will make connections between their own family histories and develop and evaluate their own dreams.</p>		
Student Outcomes			
Focus Standards	<p>Chemistry: 7 Chemical Thermodynamics American Literature: 3.2 Analyze theme 2.2 Write reflective compositions and 2.3 responses to literature American History: 11.8.7 Trace the effects of technological development on society and the economy</p>		
Understandings	<p><i>Students will understand that...</i> The American Dream has sometimes had a different meaning for different social and racial groups throughout history. Students will understand the connection between the goal of home ownership and the current mortgage crisis and how this has transformed Americans dreams. Students will also understand that energy use has, for some Americans, been a defining factor in how American live out their dreams.</p>	Theme-related Essential Questions	<p>What is the American Dream? How attainable is it? How does the perception of the American Dream affect American People and culture? How has the American Dream impacted you and your family.</p>
Interdisciplinary Essay Prompt	<p>As foreclosure rates rise, and natural resources become scarce, many Americans are being forced to reevaluate their goals and dreams for themselves and their families. Write an essay that examines the concept of the American Dream and the extent to which its role has impacted the lives of American. First explain what the American Dream is and how the concept of American Dream has changed over the years, using specific historical events, policies and laws to support your response. Second, discuss how authors Cisneros, Boyle and Hans berry use the metaphor of house as a representation of the American Dream. Then, discuss how Americans use of natural resources has impacted how American live out their dreams. Finally, using all that you have learned about the mortgage crisis and Americans use of natural resources. Make and defend and assertion about the current health of the American Dream. Use your own experienced and observation to illustrate your view.</p>		

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Subject-Area Unit Plan

School: Reseda High School

Teacher: Naseema Bhinderwats

Subject-Area: Chemistry

Quarter:

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts The students will learn the importance of energy, as well as the different types of energy.</p>	<p>Students will know...How energy gain of loss in thermo chemical reactions is interpreted. How energy in the form of heat is related to exothermic and endothermic reactions. That our use of energy contributes to our definition of the American Dream.</p>	<p>7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms) b. Students know chemicals process can either release (exothermic) or absorb (endothermic) thermal energy. c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
<p>Guiding Questions What is the importance of energy in our daily lives and how does the American Dream impact it?</p>	<p>Students will be able to...solve problems involving heat flow and changes in temperature using known values of specific and latent phase changes. Students will also be able to link their knowledge of chemical thermodynamics to how Americans use of energy. Students will also be able to define renewable energy, and create solutions to make alternative energy more attainable for Americans.</p>	
<p>Assessment Evidence</p>		
<p>Formative Assessments Multiple Choice Test Lab Write up Concept map Worksheet mathematical problems</p>	<p>Summative Assessments Interdisciplinary Essay</p>	
<p>Learning Plan</p>		

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<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p>Texts: Holt Chemistry Text book Holt Interactive CD</p> <p>Lessons/ Activities: Lab/Demo on heat and exothermic and endothermic processes Discussion using PowerPoint notes and pictures Utilize interactive software and websites as well as the textbook Create a concept map View a DVD on energy by Bill Nye Solve mathematical problems on heat Internet research on types of reactions</p> <p>Project: Internet Web Quest on heating and cooling homes in the United States and create graphs and use mathematical formulas to make comparisons.</p>	<p>d. Students know how to solve problems involving heat low and temperature changes, using known values of specific heat and values of specific heat and latent heat of phase change.</p>
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Subject-Area Unit Plan

School: Reseda High School Teacher: Paul Miller/Laura Novak Subject-Area: American Literature

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts American Dream, mortgage, renewable energy, perspective, argument, theme, stylistic devices</p>	<p>Students will know...Students will know that the American Dream has a different meaning for different people and that it changed over time due to laws and significant historical events, which is often reflected in the literature of the period. Students will know that for many Americans, the idea of the American Dream has included home ownership; students will have a basic understanding of the mortgage bubble and its effects. Students will use knowledge of chemical thermodynamics from chemistry to understand how America uses energy and how our use of energy contributes to (or limits) our definition of the American Dream.</p>	

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<p>Guiding Questions What is the American Dream? How attainable is it? How does the perception of the American Dream affect American people and Culture? How has the American Dream impacted you and your family? How does our use of energy help define the American Dream?</p>	<p>By reading, discussing, debating and writing several compositions, students will be able to analyze the concept of the American Dream through several perspectives, as well as evaluate and write reflective compositions on what the American Dreams means to themselves and their families. Students will use the historical events and laws learned in American History to analyze the metaphor of house as American Dream by comparing two literary works. Students will use these works to compare and contrast the idea of the American Dream through several lenses. Students will also make assertions about arguments found in articles about current sub-prime mortgage crisis and the impact of the crisis on American and their dreams.</p>	
<p>Assessment Evidence</p>		
<p>Formative Assessments Short answers Paragraphs Quizzes Response to literature Reflective composition</p>	<p>Summative Assessments Poster- American Dream. The Challenges Interdisciplinary Essay</p>	
<p>Learning Plan</p>		

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<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p>Literature: A Raisin in the Sun by Lorraine Hans berry Excerpts from Tortilla Curtain by T.C. Boyle The House on Mango Street By Sandra Cisneros Analyze the above texts and compare the authors metaphor of house as American Dream</p> <p>Lessons: For articles: Road/Annotate/ Chunk articles Describe Outlining/ Summary writing about sub-prime mortgages, foreclosures and American Dream</p> <p>For literature: Theme chart (title of work, conflict, what character learns, statement of theme) Style Experts analyze stylistic devices and how meaning is shaped Jigsaw Chapters –plot Give One Get One-Character interviews Dialectical Journals- significant quote analysis in relation to house as American Dream</p> <p>Writing: Scaffolds (outlines, frames and sentence starters) Concrete detail and commentary (adapted Jane Schaffer)</p>	
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Subject-Area Unit Plan

School: Reseda Teacher: John Bender Subject- Area: History

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts Americans have always strived for a better life. Goals and expectations of Americans change over time Various laws, events and cultural changes have affected the goals Americans desired and their ability to achieve these goals.</p>	<p>Students will know...</p> <p>How economic policies (tariffs, deficit spending...) affect everyday life. How cultural changes (civil rights movement, woman’s movement, immigration. Pop culture...) affect the goals and expectations of the Americans people.</p>	<p style="text-align: center;">US History</p> <p>11.5.1 “Discuss the policies of Warren Harding...” 11.5.7 “Discuss the rise of mass production techniques...” 11.6.3 “Discuss the human toll of the Depression...” 11.6.5 “Trace the advances and retreats of organized labor...” 11.8.1 “Trace the growth of the service sector...” 11.8.7 “Describe the effects on society and the economy</p>
<p>Guiding Questions What do the American people want for themselves and their children? What has happened in the late 19th and 20th centuries to help or hinder the attainment of these goals?</p>	<p>Students will be able to...</p> <p>Analyze historical events in relation to the hopes and dreams of the American people. Write a clear, concise multi-paragraph essay. Adapt different events in the US History and information from other academic subjects into said essay.</p>	

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Assessment Evidence		of technological developments..." 11.9.3 "Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War..." 11.10.2 "Examine and analyze the key events, policies and court cases in the evolution of civil rights..."
Formative Assessments Unit tests (including essays and short responses) Homework Quizzes Collaborative learning assignments	Summative Assessments Interdisciplinary Essay	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation Text: <u>The Americans</u> Assignments: Lecture notes, Graph: Rural to Urban, Changes of the Automobile Revolution, "Harlem Renaissance," Analyzing Photographs of the Great Depression, Movies: "Dead End" Pairs: "Letter from the Birmingham Jail", Homework: "Former Allies Clash"		

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...	

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Assessment Evidence		
Formative Assessments	Summative Assessments	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation		