

## Humanitas Interdisciplinary Thematic Unit

School: <b>U.S. Grant High School</b>	Track: <b>Traditional</b>	Grade: <b>11</b>	Timeframe: <b>10 Weeks</b>
Team Members: <b>Alaina Kommer</b>	<b>Brock Cohen</b>		
Subject Area: <b>Art History</b>	<b>English-Humanities</b>		

### Unit Theme: **The Whole Self: Achieving Peace and Balance in a Chaotic World**

Rationale	Grant High School’s Humanitas Program combines students from diverse ethnic, socioeconomic, and academic backgrounds. The purpose of this unit is to expose our students to a wide range of activities and experiences that provide an opportunity for the exploration and understanding of literature, nature, aesthetics, and culture. The primary goal of “The Whole Self: Achieving Peace and Balance in a Chaotic World” unit is to galvanize the student’s inner-passion for learning by giving them myriad opportunities to achieve intrinsic harmony/satisfaction through introspection, autonomy, and self-expression.		
Student Outcomes			
Focus Standards	2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject; 3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions; 3.7 Analyze recognized works of world literature from a variety of authors: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings; 1.1. Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments; 1.2. Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes; 1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples; 1.9. Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre; 2.2 Write responses to literature; 2.3 Write reflective compositions; 1.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage; 1.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization		
Understandings	<p><i>Students will understand that...</i></p> <p>Students will combine their understanding of aesthetics, symbolism, symmetry, and self-expression through the creation of a self-portrait; they will interpret the inconsistencies of both narrative and characters in literary fiction by engaging in a mock trial; they will interpret characterization in literature by creating character portraits from <i>The Great Gatsby</i>; they will discern the similarities and differences in the language, style and literary devices of three poets; they will understand the inherent physical, spiritual, and mental synergy in activities hiking, yoga, and meditation; they will learn they will identify and analyze the cinematic devices implemented by the filmmakers in two distinctly different films.</p>	Theme-related Essential Questions	<p>How do experiences shape an individual? Which mediums lend themselves to self-expression? Is it possible to gain greater understanding of oneself through the creation of art? Why does art matter? Are certain movements (i.e. Impressionism, Surrealism) in the history of art more essential to our understanding of art history than others? What can literature teach us about ourselves? What makes a book, film or piece of art a masterpiece? What tools do artists use to communicate an effective message? Can one achieve greater spirituality through communing with nature? Can physical duress help one to achieve self-fulfillment? Are diverse cultural experiences necessary for one to achieve happiness? Which is more valuable: Life Experiences or Academic Knowledge? Is it ever necessary to put one’s community’s needs ahead of one’s own</p>

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	<p>Students will then demonstrate their understanding of all of these elements by synthesizing their knowledge of each through the composition of an expository essay, which prompts them to consider the relevance and utility of cultural literacy, engaging in diverse experiences, and cumulative academic knowledge.</p>		<p>needs? Do we, as Americans, take our lives for granted?</p>
<p>Interdisciplinary Essay Prompt</p>	<p>For this unit, you have participated in a variety of activities, such as reading literature, viewing Impressionist and Post-Impressionist art, analyzing film, hiking in nature, practicing yoga, participating in a multi-cultural pot-luck with your classmates, and drawing portraits. In addition, you have also experienced at least one world-class museum and have attended the annual Academy of Motion Picture Arts and Sciences (AMPAS) Media Literacy Program.</p> <p>Through experiencing these activities, you have hopefully gained knowledge, understanding, and a slightly different perspective on life. Some of you have even discovered a new hobby or passion that will follow you for years to come.</p> <p>So here is your looming question: Do you believe that exposing oneself to new experiences is essential to leading a peaceful, happy, meaningful existence; or can individuals lead an equally enriched life through their exposure to family, friends, and culture?</p> <p>As you build your case, draw upon <i>at least</i> four of the following activities that you have experienced throughout this unit to support your position:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your reading and analysis of F. Scott Fitzgerald's <i>The Great Gatsby</i></li> <li><input type="checkbox"/> Your reading and analysis of poetry written by Robert Frost, T.S. Eliot, and Luis Rodriguez</li> <li><input type="checkbox"/> Your reading and analysis of Hermann Hesse's <i>Siddartha</i></li> <li><input type="checkbox"/> Hiking in the mountains (be specific of the exact location)</li> <li><input type="checkbox"/> Participating in the Humanitas Multicultural Pot-Luck</li> <li><input type="checkbox"/> Watching and analyzing "The Graduate" (Be sure to discuss the film's usage of rack focus, musical score, and <i>mise en scene</i>)</li> <li><input type="checkbox"/> Watching and analyzing "Citizen Kane" (Be sure to discuss the film's usage of deep focus, depth of field, montage, and dissolves)</li> <li><input type="checkbox"/> Learning to draw a portrait</li> <li><input type="checkbox"/> Attending a local museum (be specific)</li> <li><input type="checkbox"/> Practicing yoga and meditation</li> <li><input type="checkbox"/> Learning about and analyzing Impressionist (Monet, Degas, Seurat, Pissaro) and Post-Impressionist (Van Gogh, Munch, Cezanne) art</li> <li><input type="checkbox"/> Attending the AMPAS Media Literacy Program</li> </ul> <p>Your response should be clearly written; well organized with substantive, focused body paragraphs; and should contain few, if any, errors in grammar, spelling, and punctuation. Your essay must also contain an original title, a compelling "grabber"; a short, succinct thesis statement; and a meaningful counterargument-rebuttal.</p>		

### Subject-Area Unit Plan

School: Grant \_\_\_\_\_

Teacher: Cohen \_\_\_\_\_

Subject-Area: English/Humanities \_\_\_\_\_

Quarter: Second \_\_\_\_\_

## Humanitas Interdisciplinary Thematic Unit

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><b>Important Concepts</b>            Usage of literary devices            Community awareness            Self-Awareness            Cultural Literacy            Media Literacy            Personal Accountability            Selflessness and Charity</p>	<p><b>Students will know...</b>            Their essential role within a community            How to achieve a greater understanding of oneself            How to achieve a greater understanding of classic literature            Strategies they can use that will enable them to make a positive impact on their community.</p>	<p><b>California Language Arts Standards”</b></p> <p>2.5. analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject</p> <p>3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions</p> <p>3.7 Analyze recognized works of world literature from a variety of authors: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings;</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with</p>
<p><b>Guiding Questions</b>            How do experiences shape an individual?            What can literature teach us about ourselves?            What tools do writers use to communicate an effective message?            What makes a book a masterpiece?            Is reading “classic” literature essential for one to be considered educated?            Can one achieve greater spirituality through communing with nature?            Which is more valuable: Life experiences or academic knowledge?            Can physical duress actually help one to achieve self-fulfillment?            Do we take our lives for granted?</p>	<p><b>Students will be able to...</b>            Discern the ways in which a broad range of experiences impact their lives in, ultimately, positive ways.            Identify the ways in which Fitzgerald, Eliot, and Warren weave universal themes throughout their writing.            Identify the use of literary techniques used throughout The Great Gatsby and interpret the intent behind their usage.            Assess whether or not certain books possess greater literary merit than others.            Assess the overall value of new and diverse experiences.            Learn how to overcome temporary discomfort during intense physical or mental activity by shifting and maintaining focus.            Understand the necessity of immersing oneself in a natural environment, sans technology.            Gain a clearer understanding of their role in the world as privileged leaders, rather than disadvantaged victims.</p>	
Assessment Evidence		

### Humanitas Interdisciplinary Thematic Unit

<p><b>Formative Assessments</b>          Gatsby mock trial          Gatsby storyboard          Multicultural pot luck          "Peace and Balance in A Chaotic World" personal journals          Linking and holding at least four proper yoga poses</p>	<p><b>Summative Assessments</b>          Interdisciplinary Thematic Essay          Gatsby final quiz          Gatsby vocabulary test          Composing a nature poem          Composing a "State of Being" poem in the style of one of three poets          Designing an ideal multicultural school (proposal and model construction)          "Siddartha To Be A Stone" reflective essay"</p>	<p>precise and relevant examples;</p> <p>1.9 Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre</p>
<p>Learning Plan</p>		<p>2.2 Write responses to literature</p>

## Humanitas Interdisciplinary Thematic Unit

<p><b>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</b></p> <p><b>Texts:</b>  <i>The Great Gatsby</i> by F. Scott Fitzgerald  <i>Siddartha</i> by Hermann Hesse          “Three Darknesses” by Robert Penn Warren          “Little Gidding” by T.S. Eliot          “The Facts of Life” by Luis Rodriguez</p> <p><b>Events:</b>          Saturday nature hike at Fryman Canyon (voluntary)          Saturday nature hike at Temescal Canyon (voluntary)          Yoga and meditation warm-ups (1 week, first 5 minutes of class)          Guest speaker from Whole Foods          Field trip to The Getty Center museum          Field trip to the Academy of Motion Pictures Arts and Sciences (3 days)</p> <p><b>Activities</b>          Beginning of unit debate of key questions          Gatsby mock trial          Teen portrayals in mass media Socratic seminar          Nature poem          Yoga and meditation warm-ups (1 week, first 5 minutes of every class)          Peer review of “The Graduate” essay          Gatsby end-of-unit test group prep          Group thematic essay preparation          The Vocabulary Challenge (game using words from <i>The Great Gatsby</i>)          Analysis of past student essays          Group short story collaboration          Writer’s workshop (following group short story)          Multicultural pot luck          Students choose any four objects (two people, one animal, one inanimate object), metaphorically embody that object for one full day.</p> <p><b>Projects</b>          Peace and Balance Logs          Designing an ideal multicultural school (proposal and model construction)</p> <p><b>ELL/SPED Differentiation</b>          All lessons utilize SDAIE teaching methodologies, with a heavy emphasis on deliberately paced scaffolding.</p>	<p>literature</p> <p>2.3 Write reflective compositions</p> <p>1.1 Demonstrate control of grammar, paragraph and sentence structure, diction, and usage;</p> <p>1.2 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization;</p>
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# Humanitas Interdisciplinary Thematic Unit

School: Grant High School

Teacher: Alaina Kommer

Subject-Area: Art History

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><b>Important Concepts</b>            Experiences shape our world views.            Symbolism            An artist's passion to create artwork, film, music, etc.            Art as a tool to communicate.            Community Awareness            Self-Awareness            Media Literacy            Personal Accountability            Usage of cinematic devices</p>	<p><b>Students will know</b>            Aesthetic experiences shape our individual tastes.            How to view from an artistic perspective            The various techniques implemented by media outlets to appeal to a broader audience</p>	<p><b>California Visual Art Standards:</b></p> <p>2.4 Review and refine observational drawing skills.</p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p> <p><b>California Language Arts Standards:</b></p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples;</p> <p>1.9 Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre</p> <p>2.2 Write responses to literature;</p> <p>2.3 Write reflective compositions</p>
<p><b>Guiding Questions</b>            Why does art matter?            What tools do artists use to communicate?            How do life experiences shape an artist's work?            Realism/Abstraction/Surrealism: Is one superior?            How does art reflect an artist's values?            What motivates an artist to create art?            What makes a film a work of art?            What tools do filmmakers use to communicate their message?</p>	<p><b>Students will be able to...</b>            Use portraiture to analyze literary characters and their relationships.            Make connections between the life events of artists and their views of the world as reflected in their art.            Demonstrate the rules of proportion and symmetry as related to the human face, and use (or break) them when creating a self-portrait.            Identify advanced cinematic techniques used by filmmakers to enhance the film's plot, theme, or suspense.</p>	
Assessment Evidence		
<p><b>Formative Assessments</b>            Sketchbook assignments            Blind contour drawing            Art criticism exercises            Compare/contrast Post-Impressionist artists            Identifying symbolism in the work of Frida Kahlo            "The Graduate" persuasive essay and peer review            AMPAS media literacy expository essay            Creating a short film (using designated film techniques)            Designing an ideal multicultural school (proposal and model construction)            Siddhartha sketchbook</p>	<p><b>Summative Assessments</b>            Gatsby Portraits            Inner-Self Self Portrait            Thematic Essay            "The Graduate" and sexism Socratic seminar            Designing a promotional brochure for the museum of their choice</p>	
Learning Plan		
<p><b>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</b></p> <p><b>Films:</b>            "Citizen Kane"            "The Graduate"            "Amadeus"            "Chuck Close: Up Close"            "Bernice Bobs Her Hair"</p> <p><b>Events:</b>            Saturday nature hike at Fryman Canyon (voluntary)            Saturday nature hike at Temescal Canyon (voluntary)            Multi-cultural potluck            Field trip to AMPAS and media log            The Getty Center</p> <p><b>Activities:</b>            Frida Kahlo's artwork            Impressionist and Post-Impressionist artists            The creation of a self-portrait that reflects "the inner self"            Facial proportions and symmetry            Sexism in "The Graduate" Socratic seminar            Buddhism inspired art</p> <p><b>Projects</b>            Designing an ideal multicultural school (proposal and model construction)            Sketchbook assignments from life            Siddhartha sketchbook containing sketches from the perspective of chosen objects            Gatsby character portraits</p> <p><b>ELL/SPED Differentiation</b>            All lessons utilize SDAIE teaching methodologies, with a heavy emphasis on deliberately paced scaffolding</p>		

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