

## Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

<b>Course Title:</b> Humanities	<b>Course Number:</b> 9303 (A) 9302 (H)
<b>Department:</b> Humanities	<b>Grade(s):</b> 12
<b>Level(s):</b> Academic, Honors	<b>Credit:</b> 1
<b>Course Description</b> Humanities is an interdisciplinary course which provides students with an opportunity to reflect upon their beliefs, thoughts, values, and traditions as reflected in the arts, literature, history, philosophy, science, and technology. The class promotes an understanding of the connections between the arts and their historical and cultural contexts and fosters an examination of universal questions. Through class participation and critical thinking, students will explore the interdisciplinary nature of life's struggles and aspirations, achievements and failures, values and vision that help us make sense of our lives and our world.	
<b>Required Instructional Materials</b> <ul style="list-style-type: none"> <li><i>Viktor Frankl: Man's Search For Meaning</i>, Viktor Frankl, Beacon Publishing; 2006</li> </ul>	<b>Completion/Revision Date</b> Revisions Approved by Board of Education on June 15, 2009

<b>Enduring Understandings for the Course</b>
<i>Students will understand that:</i>
<ul style="list-style-type: none"> <li>Contemporary culture influences one's identity and world views.</li> <li>Examining social issues helps to expand one's understanding of one's self and society.</li> <li>Recognizing a diversity of viewpoints may result in a new idea or change of stance.</li> <li>Contemporary culture has evolved from classical &amp; historical influences.</li> <li>Knowledge of the past helps one understand the present and make decisions about the future.</li> <li>Authors and artists express meaning in different ways and with different purposes in mind.</li> <li>Our experience of the world is highly subjective.</li> <li>Critical examination and evaluation of information expands understanding of the world, its people, and oneself.</li> <li>The process of sharing and reflecting enables one to better understand and appreciate the world, its people, and oneself.</li> <li>Individuals can make the greatest impact when they are able to analyze and question evidence and communicate effectively.</li> <li>The study of the Humanities enriches the understanding and interconnectedness of other disciplines.</li> <li>The arts encompass distinct forms of communication that enrich the understanding of other disciplines.</li> </ul>

<ul style="list-style-type: none"><li>• Scientific and technological developments affect people's lives and the environment, and transform societies.</li></ul>
<ul style="list-style-type: none"><li>• Religion and ethics influence and contribute to humanities.</li></ul>

## **LEARNING STRAND**

### 1.0 Contemporary Culture Influences One's Identity and World Views

#### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Contemporary culture influences one's identity and world views.
- Examining social issues helps to expand one's understanding of one's self.
- Recognizing a diversity of viewpoints may result in a new idea or change of stance.

#### **ESSENTIAL QUESTION(S)**

- How does culture influence personal identity?
- How does the media shape our view of the world and ourselves?
- How can I influence social change?
- How does the consideration of different viewpoints influence how one thinks and acts?

#### **LEARNING OBJECTIVES** *The student will:*

- 1.1 Interpret information from multiple media sources.
- 1.2 Analyze contemporary issues in pop cultures.
- 1.3 Develop an initial understanding of current issues.
- 1.4 Define their personal identity in relation to their culture.
- 1.5 Reflect on their individual points of view.
- 1.6 Compare the values of others with their own.
- 1.7 Examine alternative points of view.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *New York Times*
- *The Record-Journal*
- *Last Lecture*, Randy Pausch
- *The Art of Being Human*, Richard Janaro & Thelma Altshuler
- *Nineteen Minutes*, Jodi Picoult
- *Pact: A Love Story*, Jodi Picoult
- *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, Misty Bernall & Madeleine L'Engle
- *Notes From Underground*, Fyodor Dostoyevsky
- *New World's of Literature: Writings from America's Many Cultures*, Jerome Beaty & J. Paul Hunter
- [www.poemhunter.com/](http://www.poemhunter.com/)
- [www.iconn.org](http://www.iconn.org)
- [www.sirs.com](http://www.sirs.com) – subscription online database
- [www.ebscohost.com](http://www.ebscohost.com) – POINTS OF VIEW – subscription online database
- *Opposing Viewpoints*, book series
- *Walkout*, Movie title
- *Born into Brothels*, video
- *To Die in Jerusalem*, HBO video
- *The Children's Hour*, DVD
- *The New Dictionary of the History of Ideas*, volumes 1-6
- [www.pbs.org](http://www.pbs.org)

	<p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• Hypothesize viewpoints about critical issues from various global perspectives</li> <li>• In groups, create houses using various materials (paper clips, rubber bands, dry spaghetti.) Each group receives different amounts and types of the resources. After the houses are built, hold a class discussion on what the house building can reflect in their own lives and society</li> <li>• Simulate various disabilities while trying to complete different types of jigsaw puzzles. Discuss the struggles over completing the activity and what it says about our society. Hold a class discussion on the constraints of physical disabilities</li> <li>• Hold a class debate on a current issue in society</li> <li>• Write an autobiography that highlights the student's background, values, and future plans</li> <li>• Study product advertisements (with the name of the product blocked out) to analyze what the ad is trying to portray about the culture</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Portfolios</li> <li>• Journal writing</li> <li>• Authentic writing (e.g., movie review, editorial, letter, essay, poetry)</li> <li>• Creative projects</li> <li>• PowerPoint presentations</li> </ul>
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## **LEARNING STRAND**

### 2.0 The Evolution Of Contemporary Culture From Classical & Historical Influences

#### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Contemporary culture has evolved from classical & historical influences.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Recognizing a diversity of viewpoints may result in a new idea or change of stance.
- Authors and artists express meaning in different ways and with different purposes in mind.

#### **ESSENTIAL QUESTION(S)**

- How have the perspectives of various groups throughout history shaped contemporary culture?
- How is today's culture connected to the past?
- How do the values and ethics of a society determine what it means to be "civilized"?
- How does the consideration of different viewpoints influence how one thinks and acts?
- In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions and artistic expression?

#### **LEARNING OBJECTIVES** *The student will:*

- 2.1 Examine the impact of class, race, culture, gender and religion in shaping contemporary society.
- 2.2 Examine the correlation between the arts and society.
- 2.3 Detect patterns of thought connecting the past to the present.
- 2.4 Determine meaning from the connections between historical and contemporary society.
- 2.5 Identify author's/artist's purpose.
- 2.6 Interpret various works of authors and artists.
- 2.7 Compare the values of others with their own.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *New York Times*
- *The Record-Journal*
- [www.poemhunter.com/](http://www.poemhunter.com/)
- [www.iconn.org](http://www.iconn.org)
- [www.sirs.com](http://www.sirs.com) – subscription online database
- [www.ebscohost.com](http://www.ebscohost.com) – POINTS OF VIEW – subscription online database
- *Opposing Viewpoints*, book series
- *The New Dictionary of the History of Ideas*, volumes 1-6
- [www.pbs.org](http://www.pbs.org)
- *Philosophy*, The Center for Learning:
- [www.metmuseum.org](http://www.metmuseum.org)
- [www.nbmaa.org](http://www.nbmaa.org)
- [www.wadsworthatheneum.org](http://www.wadsworthatheneum.org)
- [www.artgallery.yale.edu](http://www.artgallery.yale.edu)
- *The Great Philosophers: An Introduction to Western Philosophy*, book
- *The Philosopher's Way: Thinking Critically About Profound Ideas*, John Chaffee
- *New World's of Literature: Writings from America's Many Cultures*, Jerome Beaty & J. Paul Hunter
- *Beyond Beats and Rhymes*, DVD
- *A Student's Guide to Music History*, Preston A. Wells Jr.

	<ul style="list-style-type: none"> <li>• <i>Aldred's Essentials of Music Theory: A Complete Self-Study Course for All Musicians</i>, Andrew Surmani (Book &amp; 2 CDs)</li> <li>• <i>Edly's Music Theory for Practical People</i>, Ed Roseman</li> <li>• <i>World Traditions in the Humanities</i>, Nexttext</li> </ul> <p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• View on PowerPoint or take a field trip to an art museum to analyze various works of art</li> <li>• Listen to an opera and record feelings that are elicited from the music</li> <li>• Read and analyze ancient philosophers and make connections to the present day</li> <li>• Research myths from various cultures and connect them to present day</li> <li>• Learn to critically examine artwork</li> <li>• Architectural tour (Yale, New Haven, Wallingford)</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Portfolios</li> <li>• Journal writing</li> <li>• Authentic writing (e.g., movie review, editorial, letter, essay, poetry)</li> <li>• Creative projects</li> <li>• PowerPoint presentations</li> </ul>
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## **LEARNING STRAND**

### 3.0 The Individual's Search for Meaning: Making Sense of Our Lives and World

#### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Examining social issues helps to expand one's understanding of society.
- Our experience of the world is highly subjective.
- Recognizing a diversity of viewpoints may result in a new idea or change of stance.
- Critical examination and evaluation of information expands understanding of the world, its people, and oneself.

#### **ESSENTIAL QUESTION(S)**

- Who am I?
- How does one define maturity? Where am I and how will I change over time?
- How do personal experiences affect development of self and expand one's views of the world?
- How can my talents and abilities contribute to the global community?
- What are the benefits and challenges of a diverse community?
- How does our search for identity lead to a better understanding of who we are?
- How does one balance between the desire to conform and the desire to be an individual?

#### **LEARNING OBJECTIVES** *The student will:*

- 3.1 Interpret social issues. (i.e., race, gender, culture)
- 3.2 Reflect on their personal identity.
- 3.3 Identify personal experiences and abilities.
- 3.4 Examine how personal beliefs are influenced by culture and society.
- 3.5 Analyze the connection between their experiences and global events.
- 3.6 Identify contemporary issues relating to ethics, philosophies, and morals.
- 3.7 Distinguish between the ethical/moral definitions of right and wrong, and good and bad.
- 3.8 Evaluate the contributions of different cultures to a community.
- 3.9 Evaluate the benefits and challenges of a multicultural society.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Viktor Frankl: Man's Search For Meaning*, Viktor Frankl
- *Notes From Underground*, Fyodor Dostoyevsky
- *The Art of Being Human*, Richard Janaro & Thelma Altshuler
- *Last Lecture*, Randy Pausch
- *Up From Slavery*, Booker T. Washington
- *Homeless to Harvard*, DVD
- *Down These Mean Streets*, Piri Thomas
- *Freedom Writer's Diaries*, Erin Gruwell
- *Soul On Ice*, Eldridge Cleaver, 1997
- *Black Like Me*, John Howard Griffin, 2003
- *From the Back of the Bus*, Dick Gregory, 1966
- *Nineteen Minutes*, Jodi Picoult
- *Pact: A Love Story*, Jodi Picoult
- *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, Misty Bernall & Madeleine L'Engle
- *The Philosopher's Way: Thinking Critically About Profound Ideas*, John Chaffee
- *The New York Times*
- *The Record-Journal*
- [www.poemhunter.com/](http://www.poemhunter.com/)
- [www.iconn.org](http://www.iconn.org)

- [www.sirs.com](http://www.sirs.com) – subscription online database
- [www.ebscohost.com](http://www.ebscohost.com) – POINTS OF VIEW – subscription online database
- *Opposing Viewpoints*, book series
- *The New Dictionary of the History of Ideas*, volumes 1-6
- [www.pbs.org](http://www.pbs.org)
- [www.metmuseum.org](http://www.metmuseum.org)
- [www.nbmaa.org](http://www.nbmaa.org)
- [www.wadsworthatheneum.org](http://www.wadsworthatheneum.org)
- [www.artgallery.yale.edu](http://www.artgallery.yale.edu)
- *Religions of America*, by Leo Rosten
- *Emotional Intelligence*, Daniel Goleman

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Read *Man's Search for Meaning* and have students connect the message to their own lives in a project
- Investigate the roots of current social issues and how these issues affect students' lives through student projects
- Students investigate world religions and present the main ideas of each in a round table discussion
- Students complete a genealogy of their family and keep a journal of family traditions and customs
- View one of the suggested movies and write a movie review and how it relates to the student's lives
- View Randy Paus's *Last Lecture* and discuss his lessons for life
- Reflection on each student's individual meaning of life

#### **SUGGESTED ASSESSMENT METHODS**

- Class discussions
- Portfolios
- Journal writing
- Authentic writing (e.g., movie review, editorial, letter, essay, poetry)
- Creative projects
- PowerPoint presentations



## **LEARNING STRAND**

### 4.0 Developing Critical and Reflective Learning Communities

#### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- The process of sharing and reflecting enables one to better understand and appreciate the world, its people, and oneself.
- Individuals can make the greatest impact when they are able to analyze and question evidence and communicate effectively.
- Recognizing a diversity of viewpoints may result in a new idea or change of stance.
- Authors and artists express meaning in different ways and with different purposes in mind.

#### **ESSENTIAL QUESTION(S)**

- How does one determine the appropriate presentation format for any given task and audience?
- How does one analyze and evaluate information effectively?
- How does one communicate effectively?
- Is conflict inevitable? desirable? avoidable?
- How does one interpret the viewpoints of others?
- How does one interpret the works of artists and authors?

#### **LEARNING OBJECTIVES** *The student will:*

- 4.1 Establish a non-threatening environment where peers can share and discuss openly.
- 4.2 Participate constructively and appreciate the views of others.
- 4.3 Work collaboratively to discuss and acknowledge various points of view.
- 4.4 Critique social issues.
- 4.5 Appraise various interpretations of art and literature.
- 4.6 Reflect on personal reactions to the Humanities in a group setting.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *New York Times*
- *The Record-Journal*
- *Last Lecture*, Randy Pausch
- *Notes From Underground*, Fyodor Dostoyevsky
- *Nineteen Minutes*, Jodi Picoult
- *Pact: A Love Story*, Jodi Picoult
- *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, Misty Bernall & Madeleine L'Engle
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- [www.iconn.org](http://www.iconn.org)
- [www.sirs.com](http://www.sirs.com) – subscription online database
- [www.ebscohost.com](http://www.ebscohost.com) – POINTS OF VIEW – subscription online database
- *Opposing Viewpoints*, book series
- *The New Dictionary of the History of Ideas*, volumes 1-6
- [www.pbs.org](http://www.pbs.org)
- *The Philosopher's Way: Thinking Critically About Profound Ideas*, John Chaffee
- *The Art of Being Human*, Richard Janaro & Thelma Altshuler

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Utilize various discussion methods such as Socratic Seminars, Jigsaws, and Round-Table Discussions to allow students to communicate effectively in different types of dialogue
- Conduct authentic research on an issue, work in cooperative groups to communicate what was learned and what action can be taken to alleviate the problem
- Develop an online blog for the class to communicate via the Internet about important issues

### **SUGGESTED ASSESSMENT METHODS**

- Class discussions
- Portfolios
- Journal writing
- Authentic writing (e.g., movie review, editorial, letter, essay, poetry)
- Creative projects
- PowerPoint presentations
- Online Blog

## **LEARNING STRAND**

### 5.0 Interdisciplinary Connections

#### **ENDURING UNDERSTANDING(S)**

- The study of the humanities enriches the understanding and interconnectedness of other disciplines.
- Religion and ethics influence and contribute to humanities.
- The arts encompass distinct forms of communication that enrich the understanding of other disciplines.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Scientific and technological developments affect people's lives and the environment, and transform societies.

#### **ESSENTIAL QUESTION(S)**

- What is humanities?
- What role do religion and ethics play in society?
- How can the arts influence our understanding of other disciplines?
- How can other disciplines influence our understanding of the arts?
- What are the recurrent motifs of history and in what ways have they changed or remained the same?
- Does history repeat itself?
- How do technological developments and the arts influence one another?

#### **LEARNING OBJECTIVES** *The student will:*

- 5.1 Define humanities.
- 5.2 Identify numerous purposes, structures, and themes of literature, poetry, art and music throughout history.
- 5.3 Distinguish between philosophy, ethics, values, morals, and logic.
- 5.4 Review the effects religion, spirituality, and mythology have had on society.
- 5.5 Analyze scientific and technological developments and their effect on the world.
- 5.6 Examine the development of thematic patterns over time.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- [www.metmuseum.org/](http://www.metmuseum.org/) - Metropolitan Museum of Art
- *New York Times*
- *The Record-Journal*
- [www.poemhunter.com/](http://www.poemhunter.com/)
- [www.iconn.org](http://www.iconn.org)
- [www.sirs.com](http://www.sirs.com) – subscription online database
- [www.ebscohost.com](http://www.ebscohost.com) – POINTS OF VIEW – subscription online database
- *Opposing Viewpoints*, book series
- *The New Dictionary of the History of Ideas*, volumes 1-6
- [www.pbs.org](http://www.pbs.org)
- *Aldred's Essentials of Music Theory: A Complete Self-Study Course for All Musicians*, Andrew Surmani (Book & 2 CDs)
- *Edly's Music Theory for Practical People*, Ed Roseman
- *New World's of Literature: Writings from America's Many Cultures*, Jerome Beaty & J. Paul Hunter

	<p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• Utilize information learned from other classes to enhance understanding of the humanities</li> <li>• Discuss the meanings of various poems to poets and connect to students' lives</li> <li>• Create interactive museum exhibits that demonstrate how various disciplines have contributed to the study of the humanities</li> <li>• Conduct research on how technology (inventions) has affected students' lives – both positively and negatively</li> <li>• Examine how certain themes (love, meaning of life, beauty, etc) have evolved over time</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Portfolio</li> <li>• Journal writing</li> <li>• Authentic writing (e.g., movie review, editorial, letter, essay, poetry)</li> <li>• Creative projects</li> <li>• PowerPoint presentations</li> </ul>
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