

Course Title – Humanities Seminar	
Implement start year – 2017-2018	
Revision Committee Members, email, extension – William Bausch, wbausch@lrhsd.org, x8327; Eric O’Neill, eoconnell@lrhsd.org , x8005; Rocky Panarella, rpanarella@lrhsd.org , x8222; Matt Shultz, mshultz@lrhsd.org , x2228	
Unit #2 – Man and Society	
Transfer Goal – Students will be able to independently use their learning to comprehend, analyze, and evaluate the various contributions of historical figures, philosophers, artists, writers and musicians as they express man’s relationship with society.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # http://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input checked="" type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Social context influences identities and lives.</p> <p><i>EU 2</i> The products of a culture reflect that culture's beliefs and priorities of that time.</p> <p><i>EU 3</i> Governments and other societal structures exist to reflect the priorities and ambitions of a culture.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is race such a significant issue in our culture? • How do gender and sexuality shape personality and society? • How have social roles changed over time? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • To what extent are the arts a reflection of society, and to what extent is society a reflection of the arts? • How does the creation of art allow people to express themselves within a society? <p><i>EU 3</i></p>

	<ul style="list-style-type: none"> • How can one ensure that freedom does not impinge on the rights of another? • What is the ideal form of government for ruling people? • Is war inevitable?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The impacts of race relations on various societies. • How gender roles have evolved across different societies. • Sociological and psychological theories about family roles and structure across cultures. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Examples of relevant works of art that reflect different time periods in societies. • Philosophical arguments about the definition and purpose of art. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The different forms of government. • Different governments' documents of rights. • The causes and effects of major wars throughout history. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1, 2, 3</i></p> <ul style="list-style-type: none"> • Research historical and current sources in order to find facts and arguments about man and society. • Compare and contrast the race relations in different societies. • Apply knowledge of biology and society to gender roles. • Predict how family and social roles will evolve and change in the future. • Analyze and assess the influence of modern art on society. • Examine art as a means of societal expression. • Debate the pros and cons of various forms of government. • Evaluate different theories of rights. • Analyze primary source documents on wars throughout history. • Research and compare examples of Utopian literature. • Examine various ways societies have punished criminals.
<p>Stage 2 – Assessment Evidence</p>	

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

This is a list of possible activities to be implemented in the humanities classroom. Not every teacher will include every activity in his or her learning plan.

- Teacher notes and PowerPoint presentations on key concepts of society (A).
- Discuss and analyze various perspectives on race relations (M).
- Debate gender and family roles in society (M).
- View episodes of “What Would You Do?” on YouTube showing differences on race relations and discuss society’s reactions (M).
- Create a chart comparing the biological and sociological factors of gender roles (M).
- Analyze the evolution of gender roles through sitcoms (M).
- Write your own response to a “Dear Abby” letter on a societal issue (M, T).
- Read a short story, play, various poems by authors whose fiction focuses on social issues (A).
- Debate the role of government in legislating rights for minority groups (M).
- Creation of a golden record--similar to the record sent with the Voyager spacecraft--meant to communicate Earth’s current culture to aliens through the inclusion of art, history, and scientific facts (M, T).
- View “Exit from the Gift Shop” and examine different examples of graffiti for artistic merit (A, M).
- Examine controversial works of art and their impacts on societies (A, M).
- Listen to protest music from a variety of periods (A).
- Read and analyze excerpts of Thomas More’s Utopia and other Utopian literature (A, M).
- View “Pleasantville” and/or “The Truman Show” and debate utopian societies (A, M).
- Create a graphic organizer to compare different forms of government (A).
- Write a letter to the editor to promote their preferred form of government (T).
- Debate the pros and cons of current wars or military actions (M).
- Write a speech for or against a US military action of the past or present after researching it (M, T).
- Watch a political debate and take sides on politicians’ views and goals of a society (A, M).