

Summit Public Schools
Summit, New Jersey
Grade Level: 11/12 Content Area: English
Length of Course: Full Year

English Elective: Humanities

Course Description: Humanities examines the development of Western Culture. Units include The Ancient World, Greek Classicism & Rome, The Middle Ages, and The Renaissance & Beyond. Representative examples of art, architecture, philosophy, music, drama, dance, film, photography, history, criticism, ethics, literature and law are examined. This interdisciplinary exploration of Western Culture provides students with many opportunities for speaking, thinking, viewing, interpreting, writing, researching and understanding.

Language Domain Anchor Statements:
System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
 - **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading Domain Anchor Statements:
Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Writing Domain Anchor Statements:
Text types, responding to reading, and research**

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening Anchor Statements:
Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

UNIT 1: What is art? / Paleolithic / Neolithic / Ancient Egypt

Unit summary and rationale: After establishing a common vocabulary to discuss, interpret and evaluate art, we begin our study of Western Civilization with a brief survey of paleolithic, neolithic, and Ancient Egyptian cultures. This unit is the foundation for the entire course, as we return again and again to consider the contexts and evaluate the creative products of each culture we study. The interdisciplinary nature of this course connects to many other subjects and students' personal curiosity about human beliefs and creative pursuits makes this unit -- where we go back to very early human history and Ancient Egypt -- especially engaging.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• What is art? • What compels people to make art? • How does one analyze and evaluate a work of art? • How are the voices of the artists heard through their work? • How does art represent the values and philosophy of early society? • How does art function as a didactic tool for those in power?	• Art is subjective and interpretative and is subject to the perspective of its time. • In defining art, there are several elements to evaluate: artist's voice and purpose, relevant symbols, modality, and techniques. • One of art's functions is to enact a record of the world. • Paleolithic, Neolithic and Egyptian art is recognized by defining artistic characteristics and its applicable value to today's art world.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or	• View different pieces and decide if they should be considered “art” • Examine graffiti past and present, deciding if it is art or vandalism, then create a piece of “tag” art • Learn and apply the basic vocabulary terms for examining and evaluating art by carefully observing Hopper’s <i>Nighthawks</i>, then
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style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. **RI.IT.11–12.3.** Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents

watching art history scholars discuss the painting on video

(smarthistory.org), then practice this skill with peers before an individual assessment

- Read and discuss various informational texts, including textbook sections (Dennis J. Spore's *The Creative Impulse*) for context about Paleolithic, Neolithic and Ancient Egyptian art
- Learn about the Venus of Willendorf and other Venus figurines from the paleolithic era through articles and videos
- Take virtual field trips to see cave paintings at Lascaux and to visit Stonehenge
 - Study hieroglyphics and compare them to today's emoji (video and discussion)
- Study mummification and read excerpts from *The Book of the Dead*
- Watch a full-length recent documentary film (PBS Nova) about the building of the Great Pyramid of Giza

relevant to	
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U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL.UM.11–12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

	ASSESSMENTS
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Summative: Combine what students have learned about evaluating art AND about Ancient Egypt by researching a type of art or architecture, evaluating three pieces, and presenting that information to classmates using slides	Formative: - Write independent assessment of an art piece using the terms we are learning - Write reflection after the virtual field trips - Quiz about Ancient Egypt
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	- Submit notes on videos - Responses to questions about Ancient Egyptian life as revealed by the documentary film
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UNIT 2: Ancient Arts - Greece and Rome

Unit summary and rationale: Students are more familiar with Ancient Greece and Ancient Rome than they realize, for the cultures of both civilizations continue to be apparent in their world today. From the style of the pillars on the White House and other prominent buildings to the Olympic Games, we are surrounded by the very best of what these civilizations had to offer. This unit is particularly valuable because it provides students with the context they need to better appreciate a beloved book series like Percy Jackson, references made in pop music, and perhaps even the architecture of their own houses.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
In what ways do the Ancient Greeks and Ancient Romans continue to shape our world today?	- The ancient Greeks and Romans continue to be revered and studied for their extensive contributions to philosophy and political thought. - Architectural styles pioneered by the ancient Greeks can be found in buildings across the world. - Technological advancements discovered by the ancient Romans, such as aqueducts, continue to influence technology today. - Greek and Roman mythology continue to appear in today's popular culture, such as songs and popular book series. - The rich tradition of Greek theater laid the foundation for today's greatest works of

	drama including Shakespeare and the like.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>
Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.	● Watch and take notes on Crash Course World History #5 for an introduction to the Persians and The Greeks ● Work with partners/small groups to take jigsaw notes on the following terms using the <i>Creative Impulse</i> textbook: Minoans,

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L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the

Myceaneans, Dark Centuries and Hellenes, Polis, Olympian gods, Love of Wisdom

- Watch and take notes on a video from [Newcastle University](#) on red and black figure pottery
- Use the concepts learned in the pottery video to create their own Grecian Urn on paper that tells a story or demonstrates a personal value
- Watch and take notes on a lecture from [Smarthistory](#) on Greek Architectural Orders
- Participate in a game called “[Guess the Order](#)” in which each team will need to identify the orders on buildings from the United States
- Participate in a [virtual tour](#) of the Parthenon and reflect on their findings in writing
- Complete a [webquest](#) on the history of the Olympic Games
- Watch and take notes on an [overview](#) of Ancient Rome
- Use resources from [National Geographic](#) to view and describe Roman technological innovations and analyze how technology helped the Romans control a growing empire
 - Use *The Creative Impulse* to read and take notes on Roman painting and sculpture terms such as fresco, trompe l’oeil, and funerary art
- Make their own [Mosaic tile](#) on paper
- Watch BBC *Pompeii: The Last Day* to understand the timeline of the fall of Pompeii
- Complete a song analysis activity for “Pompeii” by Bastille and make connections between the song and the events of the explosion

reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context,	
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and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

ASSESSMENTS

Summative:	Formative:
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● Exploring Ancient Roman Art and Life: Students will work in groups to research a topic of interest that was not discussed in class, such as Roman fashion, festivals, or theater, and create and present a slideshow for the class. Slideshow will include relevant background information and feature four examples of the item that students will analyze using elements of art/principles of design terms.	● Multiple choice assessment on topics covered on Ancient Greece ● Multiple choice assessment on topics covered on Ancient Rome ● Exit ticket reflections on videos watched ● Participation in small group and whole class discussions on videos watched
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UNIT 3: Middle Ages: Judaism, Early Christian, Islam, Byzantine Empire

Unit summary and rationale: Overlapping in time with Unit 2 (Judaism/ Early Christianity), this unit moves into the cultural contributions from the monotheistic religious traditions from the areas of the Roman empire and into the Middle Ages. Today's students have varied experience and background with formal religious knowledge, and this unit attempts to provide contexts for the kinds of art, architecture and music that was created during this time period. Students with some religious training will find the subjects of the art we are studying familiar, and students without that training will come away with at least a basic understanding of its significance for the societies which created these works. Much of the religious iconography and the patternwork of Islamic art are still with us in our current public (and private) spaces, so understanding something about them will help students be more culturally aware.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● How does art, architecture and music represent the values, religion and philosophy of these three world religions? ● How does artistic expression function as a tool for those in power in these societies? ● How are our current philosophical or religious beliefs reflected (or not) in these works?	● Religious beliefs and traditions are reflected in the artistic output of the culture that creates them ● Iconography is a kind of shorthand depicting important religious figures in Christianity ● In Islam, recurring patterns and motifs reveal the eternity of Allah ● Architecture and music of the period encourages visitors to experience awe and reverence in the presence of the divine
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or	• Read and discuss background material from <i>The Creative Impulse</i> to provide context on the belief systems of these three major religions • Watch and discuss Khan Academy videos that provide historical context for this time period and these places • Using teacher-directed websites and videos, read about the architecture of Jewish temples
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style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

and about the Roman siege of the Second Temple of Jerusalem in 70 AD, including information on the Arch of Titus

- Jigsaw reading: students divide, read and discuss articles on Early Christian art and the catacombs
 - Take notes on Christian iconography with resources provided, then play a game of "Name that Saint," using their notes to determine the people in the paintings shown
 - Take notes from videos/ textbook on Byzantine history and early art, plus the differences between the Roman and the Byzantine empires
- Explore Byzantine architecture with videos/ virtual tour of the Hagia Sophia
- Explore Islamic Art and architecture with readings and videos, take notes, reflect, discuss
 - Watch *The Story of Music*, part 1 and *Music in the Islamic World* part 1: take notes. discuss

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents	
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relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱 W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital	
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media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱	
ASSESSMENTS	
Summative: • Illuminated letter project: students design and create their own illuminated letter on cardstock in the style of Islamic calligraphy or	Formative: • Notes and reflections on textbook reading and context videos • Completed handouts and discussions: Jewish Architecture, Early Christian Art, Byzantine Art

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the Illuminated letters in Christian Bibles from the Middle Ages	and architecture, Islamic art and architecture, and early music history • Partner assessment - evaluating Byzantine Art
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UNIT 4: Middle Ages - Europe

Unit summary and rationale: For many students, the Middle Ages is better known as the “Dark Ages,” a time of little technological progress, jousting, and Monty Python. The goal of this unit is to expand their understanding of the time period with the goal of highlighting the many advancements that were made in the fields of art and architecture. Students will learn the real history behind high-interest topics such as vikings and jousting and have the opportunity to see where popular tv shows like Vikings or “dinner and a show” establishments like Medieval Times embellish on the truth.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• In what ways were the “Dark Ages” not very dark at all? • How do the art and culture of the Middle Ages in Europe appear in our world today?	• The Middle Ages were a time of great progress in terms of the arts and the sciences. • Many of the accomplishments of the Middle Ages laid the groundwork for the achievements of the Renaissance. • The rise of Christianity during the Middle Ages played an important role in the flourishing of the religion in Europe.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant	● View and take notes on a video overview of the Middle Ages in Europe by Khan Academy ● Read p. 211-213, p. 215-217, and p. 213-215 of <i>The Creative Impulse</i> and contribute to a whole-class slidedeck by taking notes on the following concepts: The Medieval Church; Charlemagne's Empire; Monasticism; Mysticism; Feudalism ● Watch a video on the Viking Age and complete a short comprehension quiz afterwards ● Watch and answer questions on a BBC documentary on Sutton Hoo ● Participate in a jigsaw-style group activity in which each member reads an article about Ship Burials, Anglo-Saxon Art, or Viking Art; and teaches their article to the other group members ● Watch and reflect on the story of Beowulf and its connections to modern-day hero stories through journaling and group discussion
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connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory

- Complete a Charlemagne trivia game using an article from [Mental Floss](#)

texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and	
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accurately through the effective selection, organization, and analysis of content. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱	
ASSESSMENTS	

Summative: Students will work in partners or groups to teach the class about a chosen Middle Ages topic, such as Romanesque/Gothic architecture, arms/armor, music and instrumentation, or fashion and create and present a slideshow for the class. Slideshow will include relevant background information and feature four examples of the item that students will analyze using elements of art/principles of design terms.	Formative: - Exit ticket reflections on videos watched - Participation in small group and whole class discussions on videos watched
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UNIT 5: The Renaissance

Unit summary and rationale: Following our study of the Middle Ages, this unit moves into the cultural contributions from Italy, Spain and Northern Europe from the 15th and 16th centuries. Students are
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already familiar with some visual art and architecture from this period whether they know it or not because many of the masterpieces of the Renaissance are still part of our popular culture. Students will engage in inquiry both on their own and with small groups to pursue interests that relate to this time period and share their research with the class. At an age where everything is “all about them” developmentally, students can appreciate the origins of the modern emphasis on the importance of the individual. They will make the connections between this time period and the beginnings of our modern society.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- What did the “rebirth” of art mean for the average person? - What are the elements of Humanism and how were they demonstrated in the creative pursuits of this time period? - Why were the key artists and art of the Renaissance transcendent? - How are these Renaissance works perceived today?	- Power shifts from religious elite to the individual and individual experience during the Renaissance, and this is represented in various artistic works. - Classical forms in sculpture inspired the pursuit of an emotional charge, heroic ideal, i.e. Michelangelo's <i>David</i>. - The work of Renaissance inventors and artists would inform the artists, scientists, and industrialists for centuries to come.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.	● Find a current event about art/ culture to report to and discuss with the class (“Humanities in the News”) Note: students begin presenting during this unit, which will carry into the next unit ● Compare/ contrast two paintings on the same subject (Madonna and Child) from the Middle Ages and the Renaissance as an opening activity ● Explore the historical and philosophical contexts of the Renaissance with video and mini-research using teacher-directed websites and the textbook. Concepts: Humanism, Individualism, Classicism, Patronage, Secularism, Skepticism and The Renaissance Man ● Learn how to identify Italian Renaissance art, observe an “art talk” (Sandro Botticelli’s, <i>The Birth of Venus</i>) then research a chosen painting and create an art talk video with their painting ● Compare two statues of David (Donatello and Michelangelo) and various versions of a pieta, then take photos of each other enacting various Renaissance sculptures and share them in a slide deck
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RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Explore architecture: Brunelleschi's dome, St. Peter's Basilica, the Sistine Chapel and watch film clips from *The Agony and the Ecstasy* about the creation of the chapel.
- Study the panels of "The Last Judgment" and write creatively from the perspective of one of the figures in this work
- Big paper/ gallery walk about the Renaissance and Reformation in Northern Europe *The Creative Impulse* Posters - Martin Luther, Ulrich Zwingli, John Calvin, Science, Christian Humanism, Utopianism
- Italian Renaissance vs. Northern Renaissance - two paintings, same subject - depiction of the Crucifixion
- Northern Renaissance mini-research and presentations with Sutori

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question	
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(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱	
ASSESSMENTS	

Summative: - Students in small groups create a Sutori on Northern Europe's cultural contributions to this time period. Students gather materials -- beginning in the textbook and branching out -- about France, Germany, England and the Netherlands. For each country, students gather information on the following topics: - o Painting - o Music - o Dance - o Literature	Formative: "Humanities in the News" notes and discussion questions (continues into Unit 6) - Contexts - shared slide deck - Art talk on an Italian Renaissance painting • Handout/ discussion from <i>The Agony and the Ecstasy</i> - Creative writing: "The Last Judgment" • Posters/ Gallery walk notes on N. Renaissance concepts - Notes sheet - N. Europe v. Italian Renaissance - Discussion after group Northern Renaissance Sutoris
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UNIT 6: Baroque, Rococo, and the Enlightenment

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Unit summary and rationale: At this point in their education, students have spent years learning about different forms of government, particularly democracy, but they may only be somewhat familiar with the figures who questioned the role of government in the first place. The beginning of this unit introduces students to some key figures who played a role in shaping how their government is structured today. Students will become reacquainted with the scientists who discovered the most fundamental truths that explain how we occupy space and why we aren't all floating in the air. The art featured in this unit will remind students that for a long time, art was used as a tool of religious and political control and was just as much (and perhaps more so) a powerful tool as it was something to be admired for its beauty. Lastly, students will be able to identify the composers behind the classical compositions they have played in a band or heard in commercials or in the background of dramatic scenes in their favorite TV shows and movies.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
To what extent did the artists, scientists, and composers of the Baroque and Enlightenment eras transform their worlds in ways that can still be observed today?	- Philosophers such as Hobbes and Locke created political theories that continue to be examined today. - The art styles that emerged at this time differed according to religion and region (Protestant North vs. Roman Catholics). - Catholic artists painted primarily for the Church while Protestants painted for the middle class. - The Rococo style was a style of privilege and frivolity that catered to the elite.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant	• Watch and take notes on a Khan Academy video explaining the Social Contract with the goal of being able to define a social contract and explain why it is needed for a society to function • Participate in a group jigsaw activity in which each group member watches a short video about a Baroque-era philosopher (Hobbes, Descartes, Locke, or Spinoza) and records notes on the philosopher's beliefs about God/religion, human nature, and the government. Students will take notes on each other's philosophers before discussing, as a group, which philosopher's ideas are most present today and how. • Watch and take notes on the BBC series <i>Howard Goodall's Story of Music</i>: Episode 2 - The Age of Invention to be able to define/explain the following terms and figures: violin, concerto, symphony, Vivaldi, Bach, Handel
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connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory

- Watch and take notes on a SmartHistory [video](#) that explains the characteristics of Baroque art and architecture
- Participate in a speed dating activity in which they will be taking on the persona of a Baroque-era scientist, composer, writer, painter, sculptor, or architect and going on short “dates” to learn about each other's contributions to society
- Watch and take notes on a Crash Course World History [video](#) on the Enlightenment ● Use *The Creative Impulse* to take notes on the following Enlightenment-era terms: Rationalism, aesthetics, humanitarianism, classicism, feminism
 - Given a list of Rococo painting characteristics, participate in a class discussion on Jean-Honoré Fragonard's *The Swing* with the goal of identifying Rococo elements in the painting
- Participate in a virtual [tour](#) of Versailles ● Participate in a virtual [tour](#) of 21 Neoclassical buildings
- Apply their knowledge of Neoclassical paintings to their own hand drawn still-lives ● Watch and take notes on the BBC series *Howard Goodall's Story of Music: Episode 3 - The Age of Elegance* to be able to define/explain the following terms and figures: Mozart and Haydn

texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and	
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accurately through the effective selection, organization, and analysis of content. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ☐ W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ☐	
ASSESSMENTS	

Summative: • Students will create a children’s book that features a Baroque or Enlightenment era figure or topic. The story must contain ten pages and include original illustrations. The story must be fictional and instructive.	Formative: • Exit ticket reflections on videos watched • Participation in small group and whole class discussions on videos watched • Participation in group activities • Journal reflections
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UNIT 7: Romanticism / Realism

Unit summary and rationale: Following the Age of Enlightenment, students will study the cultural shifts and the artistic production in the Romantic Age and in the Age of Realism. Beginning with the word “romantic,” students construct a definition that moves beyond interpersonal relationships. They are of an age where understanding more abstract concepts helps them consider the ways that historical events influence the cultural creations of a time period, and how ideas when pushed “too far” meet resistance and move a society in the other direction. During this period, artists began to explore the inherent value and dignity of the worker and turned their attention toward everyday people at work

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and play instead of the wealthy and powerful. Most students have seen impressionist paintings and this unit provides them with some context about how these works developed and how they were seen in their own time period. Not as many students are as familiar with dance and opera, two art forms that flourished in this period, and so the overview here will provide them with the chance for more cultural understanding.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How and why did artists come to value the “everyday” and how does this focus on the individual reflect on both the Romantic and Realism movements? • How did technological advances change ways of creating visual art?	• Ideas in a society influence the cultural creations of that society • Romanticism was a reaction against the Enlightenment Age and Realism was a reaction against Romanticism, yet all of these movements celebrate the individual in their creative products • Technological advances enabled faster production of paintings (plein air) and photography freed painters from trying to paint an exact replica and focus on emotional expression
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.	● Watch video and read <i>The Creative Impulse</i> for contextual information about Romanticism - full class share ● Select an artist from this period, research and create an art talk video/ screencast about three of their paintings or sculptures ● Learn about the origins of ballet, watch various clips, reflect on modern practices of ballet ● Learn about the Romantic age in music, the origins of opera, focusing on this golden age, and reflect on its place today using 20th c. film clips ● Watch video and read <i>The Creative Impulse</i> for contextual information about Realism, and two major thinkers, Nietzsche and Freud - full class discussion after watching ● Read selected articles about realism, the Pre-Raphaelites and art, then watch and discuss videos featuring art from these movements ● Learn about Impressionism, then choose a favorite painting from this period and explain what aspects make the painting fit this genre
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RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Learn about post-Impressionism and Cubism, then create a Cubist picture using a dice-rolling game

- Study a brief history of cameras, photography, daguerreotypes, and silent film, including watching a clip and a post-viewing reflection

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question	
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(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ☐ W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ☐	
ASSESSMENTS	
Summative: • “Art talk” video/ screencast evaluating three paintings by one Romantic painter	Formative: • Exit ticket reflections on videos watched • Participation in small group and whole class • discussions on videos watched • Participation in group activities • Reflection questions

UNIT 8: Modernism and Postmodernism

Unit summary and rationale: This unit provides an overview of the visual arts movements that arose between 1900-1980. It also previews the developments made after 1980, but largely leaves the postmodern period open for students to research.

Throughout their schooling, students have learned about both world wars and studied texts by prominent 20th century writers such as F. Scott Fitzgerald. They also likely have some familiarity with artists such as Picasso and Andy Warhol. This unit aims to fill in those gaps and show students the many ways in which the conflicts of the early and mid 20th centuries created seismic shifts in the art world. The period after 1980 is much more familiar to students and this unit aims to give them free reign to explore a favorite contemporary artist from the time period and share their findings with their peers.

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Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How did modernization result in isolation and disillusionment in the early twentieth century, and what impact did these forces have on the visual arts?	• The modernist approach and perspective challenges previously established artistic traditions. • In the wasteland of global conflict, the Lost Generation emerged which utilized art to voice its disillusionment and hopelessness. • Contemporary art reflects a world that is diverse and cannot be easily defined through a list of visual characteristics, artistic themes or cultural concerns.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	Unit Learning Activities: <i>Students will...</i>

Students Will:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. **RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

- Use the *Creative Impulse* to take notes on the following terms and figures: Pragmatism, aesthetics, intuition, John Dewey, Carl Jung
- Watch and take notes on a Crash Course Philosophy [video](#) on Existentialism
- Participate in a class discussion on existential philosophy
- Read and discuss “The Myth of Sisyphus” as a representative existentialist text
- Debate the merits of abstraction based on the points made in the PBS [video](#) “The Case for Abstraction”
- Use the *Creative Impulse* to take notes on the following visual arts terms: expressionism, fauvism, cubism, abstract art, dada, and surrealism
- Participate in a “Teach the Class Modernism” activity in which students will work in groups to make a lesson, activity, and quiz on a Modernist artist and present them to the class
 - Watch and take notes on a pop art [documentary](#) titled *How Pop Art Changed the World*
- Participate in a “30 Years of Music” activity in which students will randomly choose a year between 1980-2010 and create a short presentation highlighting two popular songs from the year and analyzing their popularity and impact
- Create and run an interactive museum exhibit for “Humanities Day”

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. ☐

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.IW.11–12.2.** Write

informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ☐

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’

ideas and expressing their own clearly and persuasively.	
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SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ☐	
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ASSESSMENTS	
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Summative:	Formative:
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| <ul style="list-style-type: none">• “Humanities Day Exhibit”: Students will work independently or in small groups to put together a mini museum exhibit on a postmodern topic of their choosing. Students will create materials to inform and entertain others about their topic. On the due date, each group will run their booth for the visiting classes that attend the festival. | <ul style="list-style-type: none">• Exit ticket reflections on videos watched• Participation in small group and whole class• discussions on videos watched• Participation in group activities• Journal reflections |
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