

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Beth Canzanese**  
**Course Title: Current Trends in Humanities and Economics Unit Name: Humanities**  
**Grade Level: 10-12**  
**Approved June, 2017**

<p><b>Content Statements and Rationale:</b></p> <p>Philosophy impacts popular culture, science, warfare, religion, politics and economics. The philosophies and paradigms of a civilization determine the quality and intensity of its existence. The humanities are the zeitgeist of a culture. A study of the humanities helps students to understand the interrelated nature of all aspects of contemporary life.</p>	<p><b>NJSLS:</b></p> <p>1.1.12.C.1  1.2.12.A.1-2  1.4.12.A.1,3, B.3  6.1.12.A.2.a.5.a-b, C.6.b-c,7.a-b,8.a-c, D.8.b, A.9.a,B.9.a,C.0d, D.9a-b, C.10.a-b, C.11a-b,C.12.a-d,C.13.a-d,D.13.d-f,D.14.f, A.15.d,D.15.a,d,A.16.a-c.B.16.a,C.16.a,D.16.a-c  6.2.12.C.1.b-e, C.1.e,C.2.a, D.2.a-b.d-e,C.3.c-d,f,D.3.a-b,A.5.c-d.C.6.b,d,D.6.a  6.3.12.A.2,B.1,C.1,D.1  8.1.12.A.3,B.1,C.1,F.1-2  8.2.12,c.1-3,G.1  9.1.12.A,2-4,C.2-3,E.5,F.1,F.6  9,2,12.A.3,D.10-11,E.1-4,F.1,4,6</p> <p>Companion Standards:</p> <p><b>RH 11-2.1-10</b>  <b>WHST 11-12.1, 4-6, 10</b></p>
<p><b>Overarching Essential Questions:</b></p> <p>What are humanities?</p> <p>How do they connect to human rights, the quality of life and our contemporary world?</p> <p>What is philosophy?</p> <p>Who are the most influential philosophers in history?</p> <p>Why is it important to study philosophy?</p>	<p><b>Overarching Enduring Understandings:</b></p> <p>Personal world views can change the world.</p> <p>Studying the humanities helps me to understand myself and my connection to others.</p> <p>Understanding the humanities helps me to interact with my culture in a responsible way.</p> <p>The shift from the Newtonian to the Quantum Paradigm is one of the most important in history.</p> <p>Religions are more alike than they are different.</p>
<p><b>Unit Essential Questions:</b></p> <p>What is the connection between philosophy and politics, religion, warfare, art, music, economics and literature?</p> <p>What does it means to be human?</p>	<p><b>Unit Enduring Understandings:</b></p> <p>There is philosophy all around me.</p> <p>Philosophy has changed religion, made art and been the impetus to war.</p> <p>Scientific paradigms have changed the world.</p> <p>Philosophy is behind economic theory and politics.</p>

<p><b>Why do some philosophies take hold and others do not?</b></p> <p><b>How does literature reveal cultural paradigms?</b></p> <p><b>How are religion, philosophy and science connected?</b></p>	<p><b>Humanity is more than just a concept.</b></p> <p><b>Ideas take hold when some aspect of a civilization is ready for or in need of the impact they will have.</b></p> <p><b>History is mostly about human decisions and the consequences of their implementation.</b></p> <p><b>Religion is a powerful foundation of many humanistic movements.</b></p>
<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.)</b></p> <p><b>Précis of primary documents and multimedia excerpts by focusing on style and tone in their academic writing</b></p> <p><b>Development of an argument supporting or refuting the connection between science, philosophy and religion by using evidence from the text to support claims</b></p> <p><b>Identification and analysis of a major philosophical movement</b></p> <p><b>Presentation of the ways in which religions are similar to each other</b></p> <p><b>Digital Literacy Skills:</b></p> <p><b>Executive Functioning Skills:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading and précis of primary documents and/or visual and audio clips from the time period</b></p> <p><b>Engagement during Socratic Seminar and Discussion</b></p> <p><b>Capacity to research, analyze and report salient information</b></p> <p><b>Students will collaboratively and individually explore the major humanistic movements in history with an emphasis on the impact those movement have had on all aspects of civilization.</b></p> <p><b>They will utilize the Internet to research and communicate with other students. They will utilize other computer technology, as needed, to create presentations and other “legacies.”</b></p>
<p><b>Key Terms (Essential Vocabulary):</b></p> <p><b>Philosophy</b>  <b>Religion</b>  <b>Paradigm</b>  <b>Yin and Yang</b>  <b>Turning Point</b>  <b>Cartesian</b>  <b>Aristotelian</b>  <b>Histroiography</b>  <b>Zeitgeist</b>  <b>Newtonian Paradigm</b>  <b>Quantum Paradigm</b></p>	
<p><b>Resources:</b>  <b><u>From Socrates to Sartre: the Philosophic Quest</u> by T.Z. Lavine</b>  <b>Play Dough</b></p>	

**Overhead Projector**

**"Physics and Consciousness," Fred Alan Wolf**

**The Road by Cormac McCarthy**

**The Tao by Lao Tzu**

**The Four Agreements by Don Miguel Ruiz**

**Asylum by Author Unknown**

**Possible Movies: Before Sunrise and Sunset, Donnie Darko, Mindwalk, Waking Life, Life as a House, Road to Perdition, Creator, Last Temptation of Christ**

**Can bring in guest speakers (other teachers, parents, administrators) to share their personal philosophies.**

**Connect Current Events as Applicable**

**The Turning Point by Fritjof Capra**

**A Brief History of Time by Steven Hawking**

**The Ascent of Man by Jacob Bronowski**

**The Bible**

**Internet**

**Media Center Data Bases**

**Primary Documents (Political, Social)**

**Art and Music Excerpts**

**Videos and Film Excerpts**

**Suggested Activities for Inclusion in Lesson Planning**

**Interdisciplinary Connections are identified with and I, followed by the related content area(s):**

**Socratic seminar and Literature Circles by using supporting claims**

**Primary source close reading by using evidence from the text supporting claims**

**Use of maps and data to identify major geographic connections to religion (I: Math)**

**Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)**

**Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of philosophy**

**Identification and analysis of the role of art and music in our culture**

**Research and present an overview of the fleeting moment**

**Comparing and contrasting individual paradigms with major philosophical movements**

**Play Dough Vocabulary Activity**

**Plato's Cave Activity**

**Socratic Seminar**

**Fleeting Moment Essay**

**Proof of Existence**

**Show and Tell**

**Socratic Seminar**

**Cain and Abel Activity**

**Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**

**Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.**

**ELL – Language support, as needed. Utilization of experience and information, as applicable.**

**Suggested Timeline:**

**9 weeks**

<p><b>Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p> <p><b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b></p>	
--	--

## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

## **21st Century Skills**

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

## **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software