



English IV Honors: Humanities

English Language Arts Department

Developed By: Cheryl Rossillo, Michael Gurrieri
Effective Date: September 2024

Scope and Sequence

Month	Unit
Early September	Unit 1 - Essential Skills for the Humanities/Ancient Civilizations
Mid September to Mid October	Unit 2 - Greece and Rome
Mid October to Late October	Unit 3 - Judaism, Christianity, Islam, and Buddhism
Early November to Early December	Unit 4 - Middle Ages
Mid December to Late January	Unit 5 - Renaissance, Baroque, and Enlightenment
Early February to Mid March	Unit 6 - The Modern Age I
Late March to Late April	Unit 7 - The Modern Age II
Early May to June	Unit 8 - Humanities Capstone

Unit 1

Essential Skills for the Humanities/Ancient Civilizations

Summary and Rationale

Unit 1 is designed to introduce students to the elements of the Humanities within the realms of art, music, literature, and philosophy. Students will develop skills of analysis in both oral and written expression as a means to analyze the various art forms while taking into consideration historical and cultural contexts. Students will come to understand the artistic, literary, and cultural accomplishments of the ancients as well as their artistic legacies. Students will be introduced to the overarching question of the course which will drive their end-of-year capstone project: **How does a study of the Humanities help me to better understand myself and my place in the contemporary world?**

Recommended Pacing

2 weeks

Standards

New Jersey Student Learning Standards for English Language Arts (2023)

Language Domain

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.

Speaking and Listening Domain

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.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.
SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Writing Domain	
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.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.
Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.

RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.
RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author’s message).
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.
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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.
Interdisciplinary Connections	
Social Studies	

6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
A. Aesthetic Responses	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
B. Critique Methodologies	
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.

9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● Acquiring historical and cultural context of an art form or piece is a constructive avenue for understanding and analyzing the art. Cultural and historical events impact art-making as well as how audiences respond to works of art. ● Artistic analysis stems from a set of skills acquired through mentor modeling, practice, and experience. ● Understanding the most effective means to analyze art can enrich the experience for the individual and others. 	<ul style="list-style-type: none"> ● How can we anchor in historical/cultural context as a way to deepen our analysis of varied art forms? ● What strategies are useful when analyzing art forms? ● How can we effectively analyze the structure, purpose, and meaning of varied art forms?
Evidence of Learning (Assessments)	
Pre-assessment Formative assessments Summative assessment	
Objectives (SLO)	
Students will know (Goals): <ul style="list-style-type: none"> ● Acquiring historical and cultural context of an art form or piece is a constructive avenue for understanding and analyzing the art. Cultural and historical events impact art-making as well as how audiences respond to works of art. 	Students will be able to (Teaching Points): <ul style="list-style-type: none"> ● Understand the distinctive artistic, literary, and cultural accomplishments of the ancient civilizations. ● Appreciate the important role that religion played in the life of ancient civilizations. ● Discover what is known today about key historical figures and their historical importance for ancient civilizations.

	<ul style="list-style-type: none"> ● Discover the legacies left by ancient civilizations such as codes and concepts of the afterlife. ● Describe the role of myth in ancient cultures. ● Discuss the rise of culture and how developments in art and architecture reflect the growing sophistication of ancient cultures. ● Distinguish how various ancient cultures are similar and how they differ.
<ul style="list-style-type: none"> ● Artistic analysis stems from a set of skills acquired through mentor modeling, practice, and experience. 	<ul style="list-style-type: none"> ● Use prior knowledge and identify any knowledge gaps prior to teacher modeling. ● Students will acquire analysis skills through teacher modeling and practicing these skills through observation, discussion, and writing about the varied art forms. ● Ask questions and troubleshoot their process of analysis as they explore and acquire new analysis concepts. ● Demonstrate mastery of analysis skills through demonstrative tasks.
<ul style="list-style-type: none"> ● Understanding the most effective means to analyze art can enrich the experience for the individual and others. 	<ul style="list-style-type: none"> ● When analyzing art, students look through various lenses to consider the following: <ul style="list-style-type: none"> ○ Structure ○ Motifs/Patterns ○ Purpose ○ Theme; Meaning ○ Rules/Norms ○ Symbols ○ Materials/Techniques/Technology ○ Composition and Design ● Students consider how a society is represented in a piece of art and analyze how power structures are conveyed. ● Students consider how a piece of art challenges or reinforces the existing norms of a culture.

Suggested Resources/Technology Tools

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)
Discovering the Humanities (3rd Edition)
Handbook for the Humanities
from the *Epic of Gilgamesh*
from the *Popol Vuh*
from the *Mahabharata*
from the *Ramayana*

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.

- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Greece and Rome

Summary and Rationale

An in-depth look at Ancient Greece will provide students with an understanding of the geography, history, politics and religious practices, philosophy, and artistic culture of the Ancient Greeks. For the Greeks, humanity was what mattered, and humans were, in the words of the philosopher Protagoras, the “measure of all things.” This humanistic worldview led the Greeks to create the concepts of democracy and to make seminal contributions in the fields of art, literature, and science. The emergence of Greek epic poetry and Greek drama set the standards and the structural foundations for these art forms for years to come. The importance of humanity and honoring the individual are so completely part of modern Western habits of mind and originated in the minds of the Greeks.

With the rise and triumph of Rome, a single government ruled, for the first time in human history. This unit will examine how Roman art, culture, architecture, and philosophy adapted from Greek influences yet advanced and became its own style. Roman poets brought us the lyrical ode and Roman playwrights gave us the comedic satirical drama. Students will recognize and come to appreciate how the Roman presence in much of Europe and the Mediterranean world explains the spread of classical styles and how the dissemination of Roman ideas will have an impact on art and culture during the Middle Ages, especially in the Carolingian Renaissance, or the Romanesque period.

The era of epics were also alive around the globe with seminal works such as *The Mahabharata* and *The Ramayana* in India, and The Mayan *Popol Vuh*. China codifies writing, births the Hundred Schools of Thought, and nurtures poets and philosophers such as Confucius, Mencius, Mo Ti, Lao Tzu, and Tao Chen.

Recommended Pacing

4 weeks

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9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment	
Enduring Understandings:		Essential Questions:
<ul style="list-style-type: none"> ● The system of standards and values created by the Ancient Greeks and Romans laid the foundation for future cultures of Western civilization. ● Ancient Greek and Roman achievements in the arts encompassed the values of these cultures and with these achievements became the cornerstone for artistic achievement in Western Civilization. ● Ancient Greek and Roman political foundations paved the way to establishing modes of governance for modern Western Civilization. 		<ul style="list-style-type: none"> ● How did the Ancient Greeks and Romans create a system of values that gave way to a flourishing of art, culture, and politics wherein those values were reflected and became foundational in modern Western Civilization? ● How do the artistic achievements of the Ancient Greeks and Romans continue to be a core foundation of artistic value in in the modern age? ● How do the structure and ideals of Ancient Greek and Roman political thought provide a blueprint for contemporary policy and governance?
Evidence of Learning (Assessments)		
<ul style="list-style-type: none"> ● Pre-assessment ● Formative assessments ● Summative assessment 		
Objectives (SLO)		
<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● Ancient Greece and Rome created cultures that gave Western civilizations a basis for artistic creation and civility. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Understand key accomplishments of the classical age of Greece and Rome. ● Trace the influence of Ancient Greek and Roman culture through time, and marking how current cultures adapt and mold those past influences to fit their ideals. ● Explore connections to works of art from other parts of the world, and discover the wide range of influences - artistic, cultural, literary, and political – that form the legacy of Ancient Greece and Rome. 	
<ul style="list-style-type: none"> ● The ideals reflected in the artistic idea of harmony, balance, and proportion have remained concept of aesthetic beauty in art for more than 2,000 years. 	<ul style="list-style-type: none"> ● Understand the value of the contributions made by Ancient Greek and Roman architects, sculptors, painters, dramatists, and poets. ● Recognize the trademarks of harmony, balance, and proportion in foundational art pieces that followed the Greek and Roman period. 	

	<ul style="list-style-type: none"> ● Critique art through the ages based on the Greek and Roman idea of harmony, balance, and proportion.
<ul style="list-style-type: none"> ● The Greek and Roman literary contributions of the heroic epic, drama, and lyric poetry set the standard for these genres for generations to come. 	<ul style="list-style-type: none"> ● Appreciate and understand, and recognize the patterns and structures of these literary achievements which are still infused and valued in much of our contemporary literature.
<ul style="list-style-type: none"> ● Greek and Roman politics focused on the belief and importance of the rule of law, where law applies equally to all. This concept laid the groundwork for many democratic systems throughout history. 	<ul style="list-style-type: none"> ● Define the polis and explain how it came to reflect the values of Greek culture. ● Explore how the values of the Greek polis are reflected in its art and architecture.
<ul style="list-style-type: none"> ● Ancient Greece and Rome churned out some of the most influential philosophical thinkers in history. Many of these ancient philosophers gave us the foundation for our moral and ethical frameworks and ideals. 	<ul style="list-style-type: none"> ● Gain an appreciation of the ideas and arguments of the early philosophers, and to see how their views on thinking about the world resonate to the present day.

Suggested Resources/Technology Tools

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)

Discovering the Humanities (3rd Edition)

Handbook for the Humanities

The Oedipus Trilogy by Sophocles

from *The Odyssey* by Homer

from *The Iliad* by Homer

from *The Aeneid* by Virgil

from *Poetics* by Aristotle

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time

- Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Judaism, Christianity, Islam, and Buddhism

Summary and Rationale

The focus of this unit will be on the central philosophical and religious ideals of Judaism, Christianity, Islam, and Buddhism. The youngest of the world's major religions is Islam, first proclaimed by the prophet, Muhammad in the town of Mecca in Arabia. Similar to Judaism and Christianity, the religion is monotheistic - a belief in a single God. Islam became the unifying force in the rise of the first global civilization to flourish after the fall of Rome. The founders of Judaism, or Hebrews, were rooted in the belief that God created heaven and earth and that God's power is manifested in that act. Christianity arises out of three cultural traditions - Hebraic, Greco-Roman, and Near Eastern - it promised its followers redemption from sin, personal immortality, and a life to come from which material adversity was absent. Siddhartha Gautama, a Hindu prince, became the Buddha or "Enlightened One" - his message was rooted in the Hinduism of ancient India and taught that the Buddhists goal was not the promise of immortality, but an escape from the endless cycle of birth, death, and rebirth. Understanding the values connected with works of art, literature, and philosophy inspired by these religions will be examined. Extending on this understanding, students will explore connections artistic endeavors and milestones from other parts of the world and recognize the influences that encompass the legacy of these four major religions.

Recommended Pacing

2-3 weeks

Standards

New Jersey Student Learning Standards for English Language Arts (2023)

Language Domain

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.

Speaking and Listening Domain

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.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Writing Domain	
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.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.
Reading Domain	

RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author's message).
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.
RL.CT.11-12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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.
Interdisciplinary Connections	
Social Studies	
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
A. Aesthetic Responses	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
B. Critique Methodologies	
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> • The major religions of the world - Judaism, Christianity, Islam, and Buddhism - are linked by ethical codes or moral guidance for humans to live by, with the aim of ensuring common good and a prosperous existence for all. • These major world religions are distinct from each other in terms of creed, belief system, scriptures, law and traditions. • The religious and spiritual ideas of Judaism, Christianity, Islam, and Buddhism are prominent hallmark features in works of art and literature from these respective religions. 	<ul style="list-style-type: none"> • What ethical and moral commonalities link the major religions together? • What marked distinctions can be made amongst the major religions within their creeds, belief systems, scriptures, laws, and traditions? • How can we identify the religious and spiritual uniqueness of each major religion within works of art that were created within their respective communities?
Evidence of Learning (Assessments)	

- Pre-assessment
- Formative assessments
- Summative assessment

Objectives (SLO)

Students will know (Goals):

- The central philosophical and religious ideals of Judaism, Christianity, Islam, and Buddhism.

Students will be able to (Teaching Points):

- Pinpoint and recognize the central and religious ideals of Judaism, Christianity, Islam, and Buddhism.
- Understand the roots and origins of where and how the the central and religious ideals of Judaism, Christianity, Islam, and Buddhism came to be.
- Determine how and why the spread of the central and religious ideals of Judaism, Christianity, Islam, and Buddhism was accomplished.

- The values associated with works of art, literature, and philosophy inspired by and reflective of Judaism, Christianity, Islam, and Buddhism.

- Understand the values of Judaism, Christianity, Islam, and Buddhism that are reflective in the art of these religions.
- Recognize how the values are utilized and how the values inform the art of these religions.
- Consider how the values within the art of these religions could influence the masses.

- The connections to works of art, literature, and religion from other parts of the world, and discover the wide range of influences – artistic, cultural, and ethical – that form the legacy of Judaism, Christianity, Islam, and Buddhism.

- Trace the similarity of ideals, ethics, and morals between those of Judaism, Christianity, Islam, and Buddhism and other major world religions.
- Recognize the influences of Judaism, Christianity, Islam, and Buddhism on works of art from around the world and within varying time periods.

Suggested Resources/Technology Tools

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)
Discovering the Humanities (3rd Edition)
Handbook for the Humanities
 from *The Thousand and One Nights*
 from *The Panchatantra*

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
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Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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 - Such practices should include grouping of students to build skills and increase independence.
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 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.

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- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
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 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

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 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
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 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.

- Work productively in teams while using cultural/global competence

Unit 4

The Middle Ages

Summary and Rationale

An in-depth look at Early Medieval art will provide students with an understanding of the geography, history, politics and religious practices of Europe during the Middle Ages. Students will gain an appreciation for the intermingling of pagan, Jewish, Islamic, and other traditions in the formation of Early Christian art. The Middle Ages is the period of time in Europe between the end of antiquity in the fifth century and the Renaissance, or rebirth of classical learning, in the fifteenth century and sixteenth centuries. Christianity flourished in Europe. Christianity, and specifically Catholicism in the Latin West, brought with it new views of life and the world that rejected the traditions and learning of the ancient world. This was a period that heralded the formation and rise of universities, the establishment of the rule of law, numerous periods of ecclesiastical reform and the birth of the tourism industry through the tradition of trade and medieval pilgrimages.

Students will study and trace medieval literary traditions through examining epic oral structures and medieval allegorical romances which showcase nationalistic traditions, moralistic ideals, acts of heroism, and societal hierarchy. Students will analyze and appreciate the complexities of medieval literature, such as the *Canterbury Tales*, *the Divine Comedy*, and *Sir Gawain and the Green Knight*, which are widely read and studied today and are known for their use of allegory and numerological traditions. The visual arts prospered during the Middle Ages, which created its own aesthetic values. The wealthiest and most influential members of society commissioned cathedrals, churches, sculpture, painting, textiles, manuscripts, jewelry and ritual items from artists. Many of these commissions were religious in nature but medieval artists also produced secular art. Students will be able to trace the consolidation of power around Constantinople and the ebb and flow of consolidated power and a unified artistic tradition in the western part of the old Roman world. In the examination of art and architecture of the time, students will learn about the two main types of Christian church architecture: longitudinally planned and centrally planned church buildings, and also grasp the essentials of the idea of the icon as a sacred image but not an idol. Additionally, students will recognize the influence of Byzantine art and culture in early medieval art and architecture.

Recommended Pacing

4-5 weeks

Standards

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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.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.
Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.
RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author’s message).
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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.
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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.
Interdisciplinary Connections	
Social Studies	
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
A. Aesthetic Responses	

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
B. Critique Methodologies	
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	

<ul style="list-style-type: none"> • The Middle Ages was a dynamic period of social transformation that laid the groundwork for the modern age. • The cultural legacy of the Middle Ages includes religion, education, music, philosophy, music, art, and architecture. • The Medieval Church was the dominant political force and had a direct influence on medieval art and culture. 	<ul style="list-style-type: none"> • How are the social influences of the Middle Ages evident through modern day social structures and policies? • Why is the cultural impact of the Middle Ages still important today? • How did the Medieval Church use their power to influence art and culture?
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Evidence of Learning (Assessments)

- Pre-assessment
- Formative assessments
- Summative assessment

Objectives (SLO)

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> • The impact of medieval art and architecture was not just aesthetic but intellectual in scope as it demonstrated the molding of ideas and the connectivity of different branches of learning. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> • Understand and recognize the impact of medieval architectural style, such as Romanesque and Gothic, on later periods, especially during medieval revivalistic movements. • Appreciate the aesthetic innovations and beauty of medieval stained glass as both a decorative and storytelling art form and how it affected the artistry and composition of illuminated manuscripts. • Understand and identify how progressive artistic innovations such as realism, human emotion, and three-dimensionality in medieval painting and sculpture were birthed in the Gothic age and continued as an artistic norm up through the late nineteenth century.
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<ul style="list-style-type: none"> • The literary masterpieces of the Middle Ages revolutionized storytelling with their use of the allegorical structure of the human journey, the use of wit and cynicism, the mix of secular and religious ideals, and the portrayal of the lives of ordinary people. 	<ul style="list-style-type: none"> • Recognize and interpret medieval allegory using a core set of literary knowledge of the time period and its ideals. • Understand how the use of irony is an instrument of satire within a nuanced narrative perspective. • Recognize when a medieval text is highlighting secular ideals or religious
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	<p>ideals and understanding how the balance of these can enrich a medieval text and its overall themes and messages.</p> <ul style="list-style-type: none"> ● Appreciate short form and long form medieval poetry including epics and lays. ● Understand the hallmarks of medieval mystery plays and recognize them as celebrations of medieval social, political, economic, and cultural ideals.
<ul style="list-style-type: none"> ● Philosophy and education of the Middle Ages infused empirical and rational traditions and gave rise to monastic orders and universities. 	<ul style="list-style-type: none"> ● Recognize the how the growth of medieval universities set a curriculum that would remain in use for half a millennium and beyond. ● Understand why religious monastic institutions become centers of teaching and learning. ● Understand the basic tenets of medieval philosophical schools of thought such as Scholasticism.
<ul style="list-style-type: none"> ● Medieval music such as plainsong and chant revolutionized vocal traditions with innovative rhythms and melodies and vocal dynamics. 	<ul style="list-style-type: none"> ● Identify the characteristics of plainsong and Gregorian chant and appreciate the art form. ● Differentiate between monophonic and polyphonic vocal variations. ● Understand the role of troubadours and trouvères as poet-musicians who celebrated local dialects in their artform.
<ul style="list-style-type: none"> ● The Middle Ages was a feudalistic society with a distinct social hierarchy that was divided into several different classes. 	<ul style="list-style-type: none"> ● Understand that one's place in the social hierarchy was based on one's importance in society and kingdom like status, hereditary, and income. ● Understand how social and political power was disseminated amongst the clergy and nobility.
<ul style="list-style-type: none"> ● The Medieval Church was the apex of power and controlled not only religious law but feudal law as well. 	<ul style="list-style-type: none"> ● Distinguish between secular and feudal rights and power and religious rights and power. ● Understand how the Medieval Church was able to maintain control and

power over the religious orders and the feudal world.

Suggested Resources/Technology Tools

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)

Discovering the Humanities (3rd Edition)

Handbook for the Humanities

Beowulf

from *The Divine Comedy* by Dante Alighieri

Sir Gawain & the Green Knight by the “Pearl Poet”

Everyman

from *The Canterbury Tales* by Geoffrey Chaucer

from *The Decameron* by Giovanni Boccaccio

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)

- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Renaissance, Baroque, and Enlightenment

Summary and Rationale

The Renaissance, a vibrant period of European cultural, artistic, political and scientific “rebirth” was led by people including Leonardo da Vinci, Michelangelo, Machiavelli and the Medici family. The Renaissance was a fervent period of European cultural, artistic, political and economic “rebirth” following the Middle Ages. Generally described as taking place from the 14th century to the 17th century, the Renaissance promoted the rediscovery of classical philosophy, literature and art. Some of the greatest thinkers, authors, statesmen, scientists and artists in human history thrived during this era, while global exploration opened up new lands and cultures to European commerce. The Renaissance bridged the gap between the Middle Ages and modern-day civilization. During the 14th century, a cultural movement called humanism began to gain momentum in Italy. Among its many principles, humanism promoted the idea that man was the center of his own universe, and people should embrace human achievements in education, classical arts, literature and science. The invention of the Gutenberg printing press allowed for improved communication throughout Europe. Scientific discoveries led to major shifts in thinking: Galileo and Descartes presented a new view of astrology and mathematics, while Copernicus proposed that the Sun, not the Earth, was the center of the solar system. Renaissance art was characterized by realism and naturalism. Artists strived to depict people and objects in a true-to-life way. They used techniques, such as perspective, shadows and light to add depth to their

work. Emotion was another quality that artists tried to infuse into their pieces. Writers such as Christopher Marlowe and William Shakespeare brought a new perspective to literature by addressing the humanistic ideas of individual achievement while also showing how such individualism can lead to corruption and chaos. The Baroque period emerged from the efforts of the papacy to make Rome the most beautiful city in the world and therefore became the epicenter of the style. The Baroque gained in popularity and spread all over Europe during the seventeenth century. Baroque art focused on evoking an emotional response from its audiences through heightened realism, vitality, and grandeur. The intellectual revolution of the 18th century known as the Enlightenment period ushered in an “Age of Reason.” The ideas of the Enlightenment included freedom from tyranny and a focus on the goodness of humanity and equality for all.

Students will study and analyze a wide range of literary, historical, and philosophical texts while also being exposed to the many artistic achievements in the art and architecture of the Renaissance, Baroque, and Enlightenment periods. A focus on drama will allow students to delve deeply into the most fashionable form of literary expression of the Renaissance and the Baroque. Students will engage in acute observation of the many artistic achievements of these eras, while sharpening synthesis skills across artistic genres.

Recommended Pacing

4-5 weeks

Standards

New Jersey Student Learning Standards for English Language Arts (2023)

Language Domain

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.

Speaking and Listening Domain

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.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Writing Domain	
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.
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Career Readiness, Life Literacies and Key Skills	

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Art and architecture of the Renaissance, Baroque, and Enlightenment took many different forms both within and across cultures, and the materials, processes, and techniques employed may also vary by location, time period, and culture with wide-ranging influence on the art that was generated. 	<ul style="list-style-type: none"> How and why does art evolve during the time of the Renaissance, Baroque, and Enlightenment movements? How did religion and philosophy impact the arts? How do artistic traditions that began in the Renaissance permeate and affect our modern culture?
<ul style="list-style-type: none"> Artists of the Renaissance, Baroque, and Enlightenment were adept at manipulating materials and ideas to create an aesthetic object, act, or event. 	<ul style="list-style-type: none"> What is the essence and idea of Renaissance, Baroque, and Enlightenment art and how was it made?
<ul style="list-style-type: none"> Artistic, scientific, and literary developments of the Renaissance, Baroque, and Enlightenment continue to influence society today. 	<ul style="list-style-type: none"> To what extent do the forces that shaped the Renaissance, Baroque, and Enlightenment affect us today? How did invention and discovery affect the Renaissance, Baroque, and Enlightenment, and how do they affect us today?

Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Pre-assessment ● Formative assessments ● Summative assessment 	
Objectives (SLO)	
<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● The key artistic accomplishments of the Renaissance, Baroque, and Enlightenment periods such as the sonnet form and the madrigal, and the innovative artistic strides made by architects, sculptors, painters, composers, dramatists, philosophers, and poets. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Identify various artists of the period and their stylistic accomplishments ● Cite and understand art and architectural terms in relation to this historical period ● Analyze visual aspects of art and architecture
<ul style="list-style-type: none"> ● Anchor in historical/cultural context as a way to aid in and deepen analysis of the Renaissance, Baroque, and Enlightenment periods including the rise of humanism, emphasis on the individual, political figures of importance, and the spread of trade and exploration. 	<ul style="list-style-type: none"> ● Understand the social, religious, and political influences of 15th-century Italian art ● Discuss the increased popularity of Humanism ● Discuss the role of wealthy and powerful families ● Understand the transition from the early Renaissance to the High Renaissance, to the Baroque, and to the Enlightenment ● Understand how the rediscovery of classical philosophy impacted the arts and society
<ul style="list-style-type: none"> ● Students analyze structure, purpose, and meaning of various Renaissance, Baroque, and Enlightenment art forms. 	<ul style="list-style-type: none"> ● Recognize the technical and aesthetic achievements of the Renaissance, Baroque, and Enlightenment movements ● Examine the issues of drama, dynamism, and color in art and the contributions of individual artists. ● Developments in the form and use of visual elements, such as linear and atmospheric perspective, composition, color, figuration, and narrative, enhanced the illusion of naturalism
Suggested Resources/Technology Tools	

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)

Discovering the Humanities (3rd Edition)

Handbook for the Humanities

Sonnet selections from Petrarch, Spenser, and Shakespeare

Hamlet by William Shakespeare

Candide by Voltaire

Gulliver's Travels by Jonathan Swift

Pride and Prejudice by Jane Austen

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

- Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

The Modern Era I

Summary and Rationale

In response to the Enlightenment, the 19th century saw radical changes in the political makeup of many countries and world cultures with the rise of industrialism, imperialism, liberalism, populism, and nationalism. An emergent artistic movement in the arts, Romanticism, challenged the Enlightenment's emphasis on rationality and objectivity, dominating the first half of the 19th century. Romanticism focused on the power and worth of the individual with an emphasis on human emotion and subjective experience. Romantic art pinpointed the sublime, the beautiful, and the picturesque. Romanticism gave way to a new movement in the arts known as Realism, an attempt to portray life as it really is with its trials and its tribulations. Realism is sometimes known as the first true modern artistic movement. On the heels of Realism came the Impressionist movement where artists continued to focus on the everyday moments of humans. Impressionists artists did not focus on their subject and its details but focused rather on depicting their personal impression of their subjects. The late 19th century also was a time of extraordinary innovations and strides in technology with the invention of the phonograph, typewriter, telegraph, telephone, bicycle, automobile, and electric lamp. The ushering in of the Gilded Age, a time of rapid economic growth in America, brought the expansion of railroads and the growth of mining, factories, and finance.

Recommended Pacing

4-5 weeks

Standards

New Jersey Student Learning Standards for English Language Arts (2023)

Language Domain	
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.
Speaking and Listening Domain	
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.ES.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Writing Domain	
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.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as

	MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.
Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.
RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.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 author’s message).
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.
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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.
Interdisciplinary Connections	
Social Studies	
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	

A. Aesthetic Responses	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
B. Critique Methodologies	
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The value to elicit powerful emotions was a hallmark of early 19th century Romantic artists and thinkers. ● The shift to portray and celebrate the ordinary everyday life of the individual was a hallmark of the Realism movement. 	<ul style="list-style-type: none"> ● How did Romantic Era artists and thinkers emphasize the primacy of feeling and emotion? ● Why did the Realism movement give way to the idea of celebrating the everyday and ordinary lives of individuals?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Pre-assessment ● Formative assessments ● Summative assessment 	
Objectives (SLO)	
<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● Subjective experience and the emotions of the individual were the focus of the Romantic artists and thinkers. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Trace the progression from rationality and objectivity of the Enlightenment to the subjective and emotional emphasis of the Romantic period. ● Understand that the Romantics valued things that could elicit powerful feelings - nature, love, the mysterious, and the sublime. ● Understand how the imagination was seen as a critically important human faculty. ● Understand how Romantics saw the extraordinary in the ordinary, and the potential for all individuals to achieve greatness.
<ul style="list-style-type: none"> ● The foundations of the Realism movement were a celebration of the ordinary and everyday commonplace endeavors of the individual. 	<ul style="list-style-type: none"> ● Trace how the artists and thinkers of the Realism movement sought to depict the everyday world in new ways. ● Understand why the Realists sought to poetry a fleeting view of the world. ● Recognize how extraordinary innovations in architecture, technology, and engineering blossomed because of urbanization and establishment of growing businesses.
Suggested Resources/Technology Tools	

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)

Discovering the Humanities (3rd Edition)

Handbook for the Humanities

Selections of poetry from Blake, Wordsworth, Coleridge, Whitman, Dickinson

The Picture of Dorian Gray by Oscar Wilde

Crime and Punishment by Fyodor Dostoevsky

Heart of Darkness by Joseph Conrad

Short story selections from Poe, Twain, Hawthorne

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
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 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
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- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
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- Model integrity, ethical leadership and effective management.
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- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 7

The Modern Era II

Summary and Rationale

The early 20th century brought new strides in science and technology. Urban centers grew while agrarian life waned. Albert Einstein brought us his theory of relativity while Rutherford and Thomson made scientific strides with the atom, which laid the groundwork for coming of the atom bomb. Two key thinkers, the philosopher Friedrich Nietzsche, and the psychologist, Sigmund Freud, both became key players in examining and explaining human behavior. The Great War brought an everlasting mark on the world as it took the lives of over eight million soldiers. As a result, the whole world mourned. Much of the art that came after the War reflected a need for calmness, such as with artists like Pablo Picasso and the Return to Order movement. Other styles of art in the 20th century include Expressionism, Abstraction, and Fantasy, Surrealism, and Cubism. New strides in architecture were dominated by Frank Lloyd Wright and Le Corbusier. The film industry began to rise to become a pop culture giant, churning out stars like Charlie Chaplin while writers such as T.S. Eliot, Franz Kafka, Virginia Woolf, James Joyce, and Samuel Beckett burst onto the literary scene with fresh new ways of portraying fictional characters more realistically. The Broadway musical made its mark and became a lasting and distinct form of American entertainment as did the rise and stability of the Jazz age. The Harlem Renaissance brought notice to the great works of African American art, and inspired and influenced future generations of African American artists and intellectuals. The mid to late 20th century was affected by a number of wars, most especially World War II. Artistic movements such as Abstract Expressionism and Pop Art flourished while dramatists such as Tennessee Williams and Arthur Miller and writers such as Ernest Hemingway, William Faulkner, Jack Kerouac, Allen Ginsberg, and Toni Morrison dominated the literary scene. As the 21st century was ushered in, there was a trend among the world economies to collectively engage in globalization - the unprecedented movement of technology, information, services, and goods across borders. Street art and graffiti art became a recognized movement and the quest for height in building the tallest skyscrapers dominated the architectural world. Prominent writers such as J.M. Coetzee, Chimamanda Ngozi Adichie, Khaled Hosseini, Cormac McCarthy, Sue Monk Kidd, burst onto the literary scene with bold stories of community living written with brevity and conciseness. Social media became a new and innovative way to express thoughts quickly and with succinctness to match the fast paced world of its users.

Recommended Pacing

4-5 weeks

Standards

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W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.
Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.
RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is

	ordered, how the characters are introduced and developed).
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author's message).
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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.
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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.
Interdisciplinary Connections	
Social Studies	
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
A. Aesthetic Responses	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
B. Critique Methodologies	
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.

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<ul style="list-style-type: none"> ● The growth of a multitude of options of human expression gave way to new concepts and pathways in art and culture. 	<ul style="list-style-type: none"> ● Understand the idea of abstract art and its central characteristics. ● Understand the idea of subconscious art and its central characteristics. ● Understand the idea of art that is minimalistic and its central characteristics.
<ul style="list-style-type: none"> ● Technological advancements provided economic growth and gave artistic creators new mediums and platforms to create and express. 	<ul style="list-style-type: none"> ● Trace how the introduction of cars revolutionized the transportation industry and broadened consumer accessibility. ● Pinpoint how the assembly line created more opportunities and accessibility of consumer goods for a larger population. ● Show how the growth of cinema and movie production became a global industry. ● Show how the invention of the computer revolutionized access to information and became a platform for economic growth.
<ul style="list-style-type: none"> ● Globalization created a world community with shared ideas and goals. 	<ul style="list-style-type: none"> ● Comprehend and trace how the movement of shared information, technology, and goods and services began and how it continues to progress. ● Show how international trade affects economic growth and economic relationships across borders. ● Understand how globalization created a shared network of accessibility to world arts and culture, which continues to feature and celebrate artists from all parts of the globe.

Suggested Resources/Technology Tools

The Humanistic Tradition: Prehistory to the Early Modern World (7th Edition)
Discovering the Humanities (3rd Edition)
Handbook for the Humanities
Chronicle of a Death Foretold by Gabriel Garcia Marquez
Atonement by Ian McEwan
A Portrait of the Artist as a Young Man by James Joyce
A Lesson Before Dying by Ernest J. Gaines

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time

- Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Humanities Capstone

Summary and Rationale

Building off of the previous units, students will select a topic that is informed by their reading and research over the course of the year in order to create and present a multidisciplinary capstone. To support their ability to write an effective capstone for a specific audience, students will examine models of capstones, and prepare and present their own multidisciplinary capstone through reading, research, planning, rehearsing, editing, and revising their capstone through feedback. Students will effectively incorporate visual and multimedia aids/tools. Ultimately, students will develop a capstone that responds to the course's overarching question: How does a study of the Humanities help me to better understand myself and my place in the contemporary world?

Recommended Pacing

5-6 weeks

Standards

New Jersey Student Learning Standards for English Language Arts (2023)

Language Domain

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.

Reading Domain:

RL.PP11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author's message).

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Writing Domain:	
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.
Speaking and Listening Domain:	
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.PI.11-12.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
Interdisciplinary Connections	
Social Studies	
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Visual and Performing Arts	
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Application of acquired knowledge of historical and cultural context of an art form or piece informs one’s understanding and analysis of the art piece, drives further inquiry about the piece, and impacts how presentation of this knowledge and questioning can impact a specific audience. ● Application, knowledge, and utilization of the most effective means to analyze art in order to evoke an enriching experience for oneself and for others. 	<ul style="list-style-type: none"> ● How can we anchor in historical/cultural context as a way to deepen our analysis of varied art forms? ● What strategies are useful when analyzing art forms? ● How can we effectively analyze the structure, purpose, and meaning of varied art forms?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Pre-assessment ● Formative assessments ● Summative assessment (Capstone) 	
Objectives (SLO)	
<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● How to acquire historical and cultural context of an art form or piece as a constructive avenue for understanding and analyzing the art. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Use established knowledge of how and where to acquire information for independent study of an art form or piece (i.e. textbooks, library, databases, internet, etc.) ● Troubleshoot areas and gaps of acquiring information and come up with a plan to address the gaps. ● Outline and prepare acquired research into a proposal for further study.
<ul style="list-style-type: none"> ● How to use feedback from a proposal submission as a means to recalibrate main focus and overall goals of the study. 	<ul style="list-style-type: none"> ● Use teacher and peer feedback on a proposal as a means to clarify and narrow down a focus of study. ● Acquire additional sources of information to aid in refocusing one’s independent study focus. ● Resubmit a renewed proposal for independent study.
<ul style="list-style-type: none"> ● How to use feedback from ongoing formative check-ins and conferencing as a means to achieving the goals of the independent study in a fixed timeline. 	<ul style="list-style-type: none"> ● Successfully complete and use constructive feedback from formative assessments. ● Engage in conferences as a means to show progress, ask questions, and to acquire assistance with goals and timelines, if needed.

- How to create a finished product that they are proud of and be able to present this product to a receptive audience.

- Work independently at a set pace in order to fulfill the goals of the project over a set period of time.
- Submit a project that evokes a sense of pride and accomplishment.
- Effectively present the project to their peers through the most effective media and visual outlets as a means to inform and evoke emotion as well as questions about the art form or piece.

Suggested Resources/Technology Tools

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Discovering the Humanities (3rd Edition)
Handbook for the Humanities

Digital/Technology:

- Chromebooks
- Projector
- Relevant websites and digital sources
- Schoology
- Google Arts and Culture

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):

- Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence