

The Humanities

Frameworks for
Columbus City School's
Humanities Courses

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The Frameworks for Success

- 1. Ohio's Learning Standards for ELA and Literacy in Social Studies**
- 2. Humanities Defined Guiding Document**
- 3. CCS Course Descriptions**
- 4. Humanities Resource Guides in CCS Curriculum**
- 5. Purchased Novels, Readers, and Teacher Resources**
- 6. Suggested Supplementary Materials**
- 7. English Department Vertical Alignment of Material**
- 8. Team Planning with Social Studies and other English Teachers**

Framework 1

Ohio's Learning Standards for English and Literacy in Social Studies

Ohio's Learning Standards for ELA and Literacy in Social Studies

- **9th/10th Grade Standards**

Clear Learning Targets for English Language Arts and Literacy in Social Studies

- **Learning Standard/Clear Learning Target Page**

THE HUMANITIES

To study humanities is to look at humankind's cultural legacy-the sum total of the significant ideas and achievements handed down from generation to generation. They are not frivolous social ornaments, but rather integral forms of a culture's values, ambitions and beliefs.

THE SEVEN ASPECTS OF CULTURE

-LITERATURE

-PHILOSOPHY/RELIGION

-MUSIC

-DANCE

-HISTORY

-ARCHITECTURE

-VISUAL ARTS

Framework 3

CCS Course Descriptions

Consider the course descriptions in the English and Social Studies pages for full integration.

English 9-10

Modern World History 9

American History 10

HUMANITIES-ENGLISH 9 221600

1 English 1 credit

Grade 9

The purpose of this course is to study world history, literature, and culture in a thematic and historical context. Each major world event/movement from the 1700s to the present (Enlightenment, Industrialization, Romanticism, Imperialism, Realism, World Wars, Modernism, Cold War, Postmodernism, Globalism, and the Information Age) will link world studies topics with major and minor literary works. The humanities approach looks at humankind's cultural legacy—the sum total of the significant ideas and achievements handed down from generation to generation. It integrates the study of seven aspects of culture: history, literature, philosophy, architecture, visual arts, music, and dance. Student learning targets for English 9-10 (reading, writing, speaking and listening, and language), Literacy in History/Social Studies 9-10 (reading and writing), and Social Studies (Modern World history) as set forth by the Common Core State Standards and the Ohio's New Learning Standards will drive student-learning objectives. Students will engage in close reading, writing, textual citation, formal and informal speaking, and analysis. Their textual analyses of both literary and informational texts will include, but are not limited to, literary comparison (works, forms, and genres), impact of diction, non-US texts, selected US literature/documents, text structure, manipulation of time, complex characterization, subject, subject in two mediums, scene, plot, theme/central idea, point of view, purpose, organization, illustrations/visuals, argument, vocabulary acquisition, relationship of part to whole, relationship of ideas, and relationship of source material to created text. Students will write routinely using standard English conventions over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) to produce clear, coherent narrative stories, narrative descriptions, literary analysis essays, research papers, informational/explanatory pieces, creative texts, and arguments for a range of tasks, purposes, and audiences using varied technologies. The course is taught using an interdisciplinary approach with faculty collaboration and/or team teaching, and it fulfills the requirements for Exploration in Literature and Composition 9 and Modern World History.

HUMANITIES9-SOCIAL STUDIES 231600

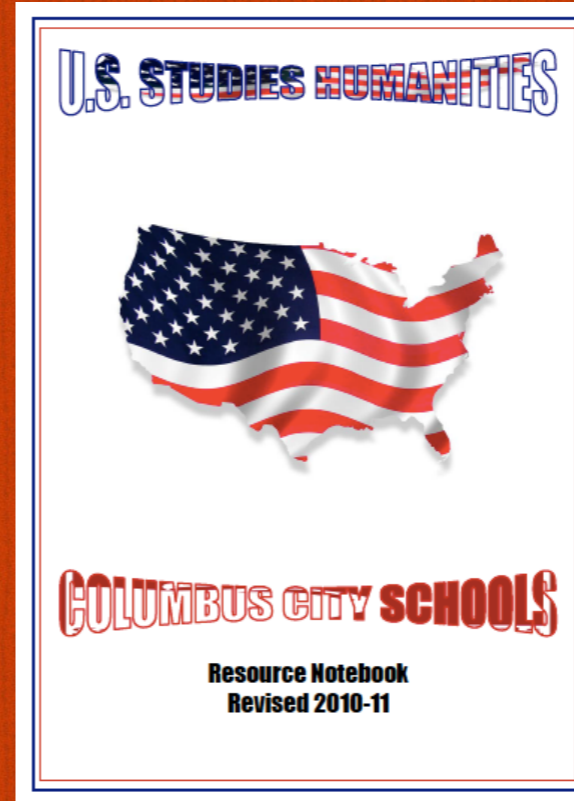
1 Social Studies 1 credit

Grade 9

This course examines world events from 1600 to the present combined with English 9 in a humanities approach. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. The humanities approach has students explore literature, history, art, music, and drama of cultures. The course incorporates Ohio's New Learning Standards for Social Studies and the Common Core State Standards for English Language Arts. The goal is to help students develop a more complete historical perspective on the world and to make connections among local, national, and global events and issues—in other words, to see the "big picture." Skills used in social studies, English Language Arts (reading, writing, speaking and listening, and language), data collection and interpretation, reporting, and critical analysis will be emphasized. Students will learn research techniques—information gathering, referencing, and documentation—and they will produce a research project. The course is taught in an interdisciplinary approach with faculty collaboration and/or team teaching, and it fulfills the requirements for Exploration in Literature and Composition and Modern World History.

Framework 4

Humanities Resource Guides on CCS Curriculum Pages

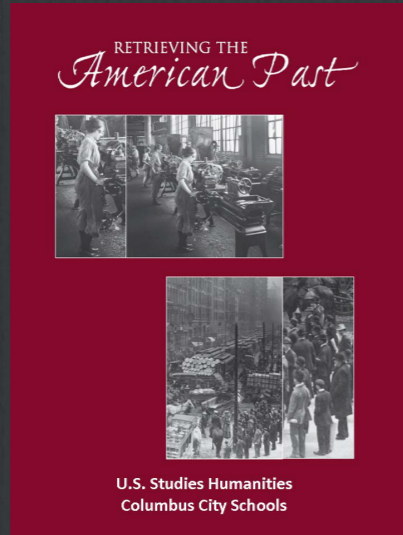
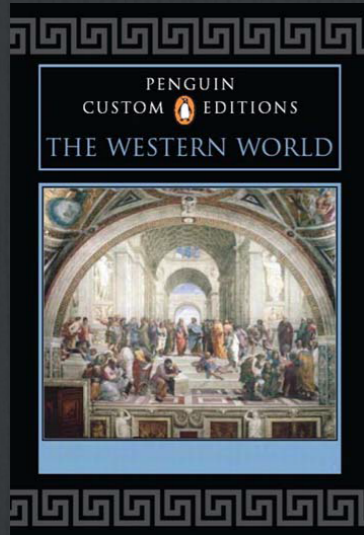


Grades 9-12 Page with Humanities Links:
<https://www.ccsch.us/Page/2599>

- [Humanities Defined](#)
- [Humanities Nine SAMPLE Course Outline](#)
- [Humanities Nine \(from Social Studies Curriculum\)](#)
- [Humanities Nine Unit Overviews](#)
- [Humanities Ten \(from Social Studies Curriculum\)](#)
- [Humanities Ten Unit Overviews](#)
- [Humanities Timeline 0-1500](#)
- [Humanities Timeline 1200-1600](#)
- [Humanities Timeline 1500-1800](#)
- [Humanities Timeline 1790-1900](#)
- [Humanities Timeline 1900-2000](#)

Framework 5

Purchased Novels, Readers, and Teacher Resources

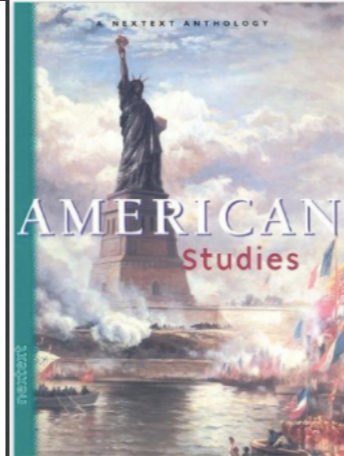
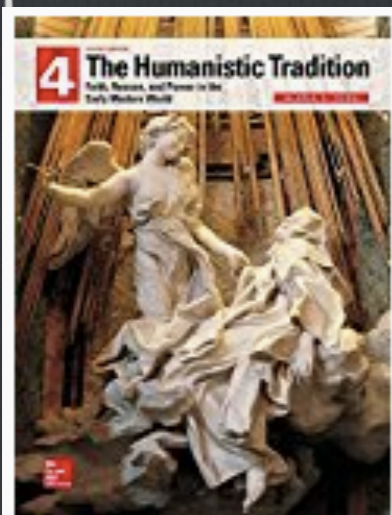


Student Texts

Novels in Warehouse

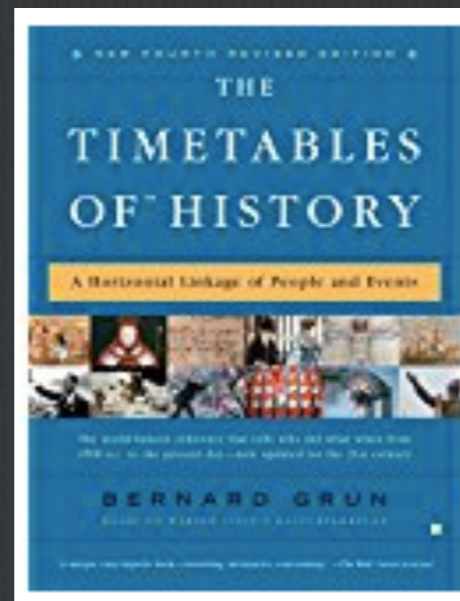
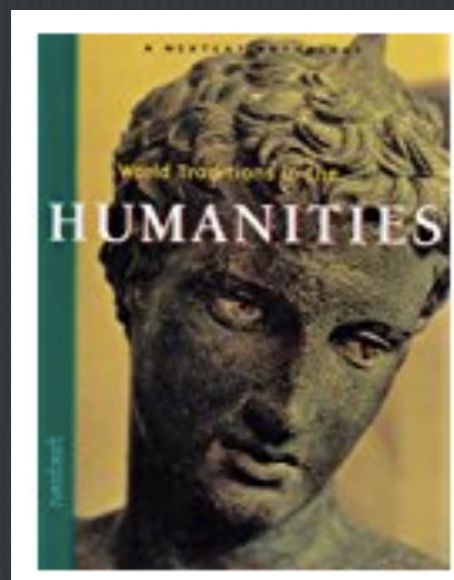
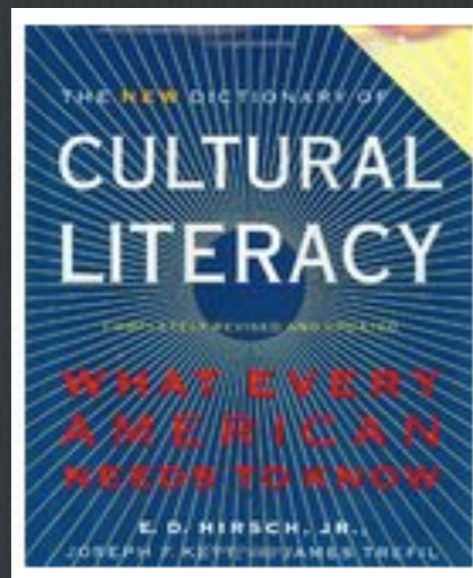
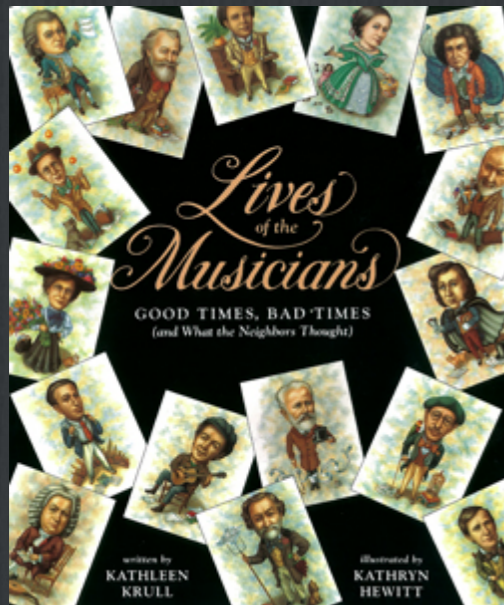
- Animal Farm
- Farewell to Manzanar
- Frankenstein
- Lord of the Flies
- A Tale of Two Cities
- The Time Machine/War of the Worlds

Teacher Resources



Framework 6

Suggested Supplementary Material



- Lives of the . . . Series by Krull and Hewitt (Harcourt)
- The New Dictionary of Cultural Literacy by E.D. Hirsch, JR.
- World Traditions in the Humanities (Nextext)
- Timetables of History by Bernard Grun

English Department Vertical Alignment of Material

Items to Consider:

- Correlation to Regular Grade-Level English and Social Studies Courses**
- Overlap of Time Periods in Humanities 9 and 10**
- Overlap of Materials in Humanities 10 and American Studies Humanities 11/12**
- Novel Selections**
- Grade Level Projects**
- Interactions with Science, Art, & Physical Education Teacher-led Lessons**

Framework 8

Team Planning with Social Studies and other English Teachers

Some Shared Items:
Course Outline
Unit Overviews
Unit Presentations
Weekly Syllabi

UNIT SIX-GLOBALISM, POSTMODERNISM AND THE INFORMATION AGE (Second half of the 20th Century and 21st Century)

HISTORY: Globalism/Global Paradigm, Information Explosion, *Hotel Rwanda* Film, Rwandan Genocide, Darfur, *Time Capsule* Film, Global Crisis, Lifespan Maps, Trade and Globalization, Terrorism, Technology, Environmental Issues, *An Inconvenient Truth* Film, Global Warming, Deforestation, Overpopulation, Pollution, Green Revolution, Biotechnology, Genetic Engineering, Cloning, Emerging Economies, Immigration, Human Rights, *Kite Runner* Film excerpt, Afghanistan, Gun Control, *Bowling for Columbine* Film

LITERATURE: Milan Kundera's "Immortality" excerpt, Vaclav Havel's "Post-Modern Humanism," Gabriel Garcia Marquez's "Words Are in a Hurry, Get Out of the Way," Salman Rushdie's "Rethinking the War on American Culture," Italo Calvino's "If on a Winter's Night," Joyce Carol Oats' "Ace," Bei Dao's "Language," Octavio Paz's "To Talk," John Ashbury's "Paradoxes and Oxymorons," Gary Snyder's "Smokey the Bear Sutra," Wislawa Szymborska's "The Terrorist, He Watches," Marie Baker Annharte's "An Account of Tourist Terrorism," Musician/Artist Bios

PHILOSOPHY: Robotics, String Theory, Chaos Theory, Language Theory, Mapping the Human Genome, Cognitive Neuroscience, Gaia Hypothesis, Anthropropic Cosmological Principle

ARCHITECTURE: Charles Moore's Piazza d'Italia, I. M. Pei's Louvre Entrance and Rock Hall, Isamu Noguchi's Playscapes

VISUAL ARTS: Pop Art (Andy Warhol's *Green Coca-Cola Bottles*, *100 Cans* and *Mint Marilyn Monroe*; Jasper Johns' *Three Flags*, *Painted Bronze*, and *Number 8 (3)*; Roy Lichtenstein's *Whaam*, *Oh Jeff*, *Nike Vandal*, and *House I*; Claes Oldenburg's *Free Stamp*, *Toothpaste*, and *Hamburger*), Geometric Abstraction (Frank Stella's *Tahkt-i-Sulayman* and *Harran II*), Op Art (Bridget Riley's *Current and Pause*), New Realism (Richard Estes' *Helene's Florist*, Duane Hanson's *Tourists*), Social Conscience Art (Luis Cruz Azaceta's *Coke Heads VIII*, Wang Guangyi's *Coca-Cola*), Total Art (Allan Kaprow's *Fluids*, Robert Smithson's *Spiral Jetty*), Video/Computer Art (Nam June Paik's *Megatron*, Jean-Pierre Yvaral's *Mona Lisa Synthetisee*)

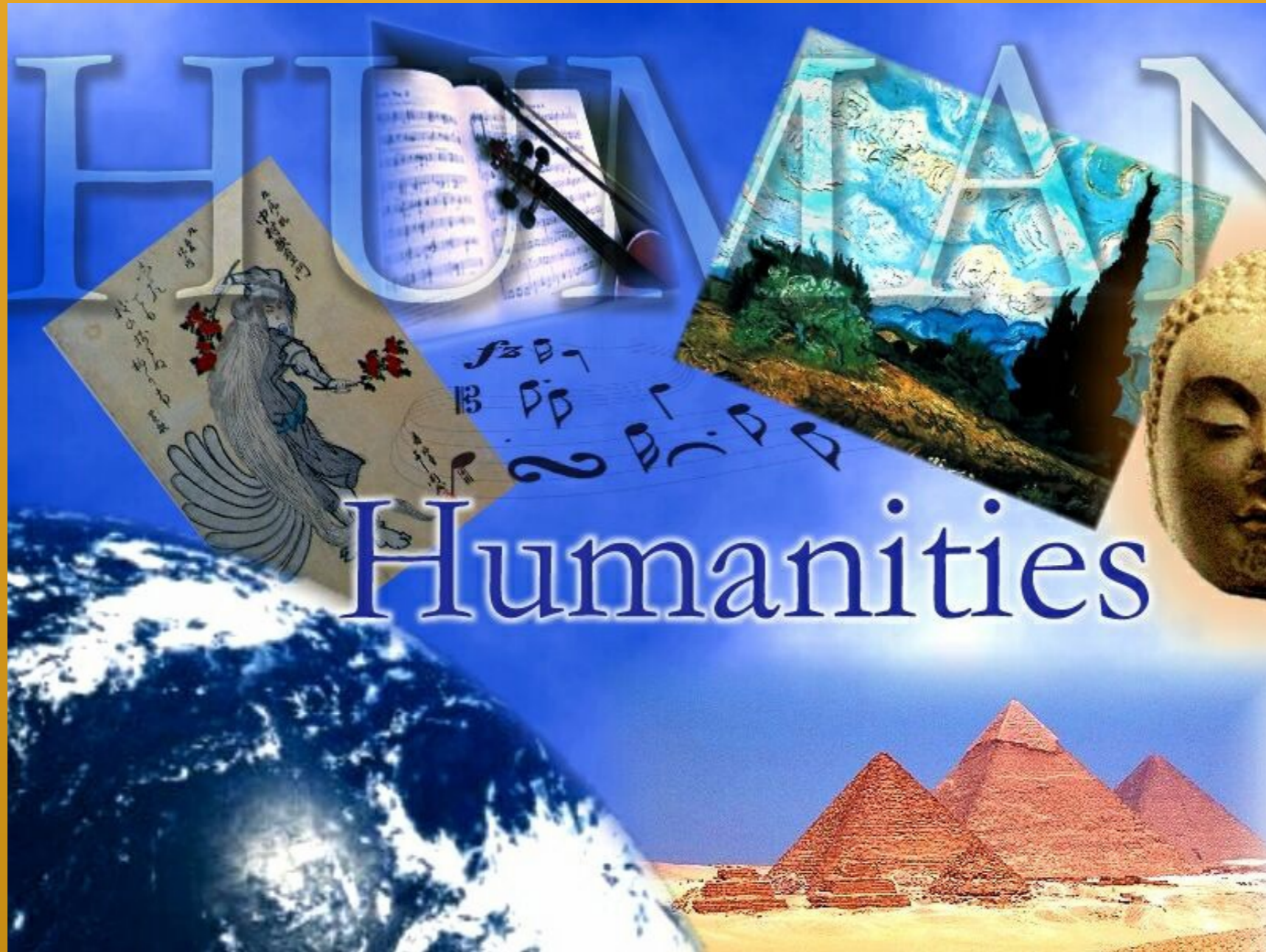


MUSIC: Minimal Music (Philip Glass' *Einstein on the Beach*), Postmodern Opera (Anthony Davis' *X* and John Harbison's *Gatsby*), Rock (Elvis' "Jail House Rock," The Beatles' "Lucy in the Sky with Diamonds," Jimi Hendrix' "Purple Haze," The Who's "My Generation," and Bob Dylan's "Subterranean Homesick Blues")

DANCE: Minimal (Lucinda Child's *Einstein on the Beach*), Contemporary (Charles Atlas' *Delusional*)

***Some Major Writings/Projects:** 20th Century Genocide Activity, *Hotel Rwanda* Review, Information Age Research Paper, Information Age Speech and Prezi Project, Time Capsule Activity, Universal Declaration of Human Rights Activity, Grammy Song Activity, Early Terrorism Chart Activity, Ecological Cartoon Activity, Terrorism Mapping Activity, Information Age/Globalism Socratic Seminar, Writing Portfolio Evaluation, Asia Mapping Activity, Course Final Project

***ALL ITEMS ARE SUBJECT TO CHANGE**



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