

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: INTERDISCIPLINARY**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.1.1 — Identify, in context, events and people influential in the development of historical events and/or movements and living cultures.
- 9-12.I.1.1.2 — Demonstrate the ways in which the arts and humanities reflect events.
- 9-12.I.1.1.3 — Illustrate how an artifact symbolizes and reflects a particular culture and/or time period.

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.2.1 — Acquire a working vocabulary of two or more arts and humanities disciplines.
- 9-12.I.1.2.2 — Compare and contrast the products and processes of two arts and humanities disciplines.
- 9-12.I.1.2.3 — Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other.
- 9-12.I.1.2.4 — Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures. Objective(s): By

the end of high school, the student will be able to:

- 9-12.I.1.3.1 — Identify the ways the structure of an art or discipline mirrors the structure and values of society.
- 9-12.I.1.3.2 — Identify the ways that the humanities disciplines portray human relationships.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation.

~~Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.~~

~~**Goal 2.1: Conduct analyses in the arts and humanities disciplines. Objective(s): By**~~

~~**the end of high school, the student will be able to:**~~

- ~~9-12.I.2.1.1—Relate arts and humanities disciplines to ethical and/or human issues.~~
- ~~9-12.I.2.1.2—Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.~~
- ~~9-12.I.2.1.3—Research and present findings about the role of artworks in a society.~~

~~**Goal 2.2: Engage in discussions about arts and humanities issues. Objective(s): By**~~

~~**the end of high school, the student will be able to:**~~

- ~~9-12.I.2.2.1—Analyze an artifact or idea and debate its meaning in the context of its societal values.~~
- ~~9-12.I.2.2.2—Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct.~~
- ~~9-12.I.2.2.3—Discuss ways in which the arts and humanities both break through and create class barriers.~~
- ~~9-12.I.2.2.4—Discuss the significance of artworks in a society.~~

~~**Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.**~~

~~**Objective(s): By the end of high school, the student will be able to:**~~

- ~~9-12.I.2.3.1—Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others.~~
- ~~9-12.I.2.3.2—Create an original work that offers a response to a human problem.~~

Standard 3: Performance

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation. Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.~~

~~**Goal 3.1: Understand concepts essential to interdisciplinary study. Objective(s): By**~~

~~**the end of high school, the student will be able to:**~~

- ~~9-12.I.3.1.1—Discuss the role of diverse cultures within the arts and humanities.~~
- ~~9-12.I.3.1.2—Identify universal themes in the arts and humanities disciplines.~~
- ~~9-12.I.3.1.3—Select and exhibit works that communicate a common meaning.~~

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.2.1—Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.
- 9-12.I.3.2.2—Interpret how a literary/artistic work relates to the history and/or culture from which it originated.
- 9-12.I.3.2.3—Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.3.1—Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
- 9-12.I.3.3.2—Illustrate a connection between two humanities disciplines, showing how they compliment one another.
- 9-12.I.3.3.3—Create an artistic work that expresses the uniqueness of a historical period or cultural influence.
- 9-12.I.3.3.4—Create a literary work that targets a universal theme.

IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES
INTERDISCIPLINARY HUMANITIES



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Interdisciplinary Humanities

Interdisciplinary Humanities Course

Definition:

The Interdisciplinary Humanities course is a pathway for learners to discover and understand the human experience through a balanced and integrated combination of the arts and/or humanities with inclusion of **two or more** of the following content areas: architecture, philosophy, literature, world religions, visual and media arts, music, dance, theater, history and world languages.

Purpose:

In order to prepare students both to appreciate and apply the role of the arts and humanities in critical thinking and creative problem solving, an interdisciplinary humanities course will explore the human experience through the analysis and interpretation of themes, issues, and/or movements. The Interdisciplinary Humanities course will encourage students to become lifelong explorers who discover their connectedness to the records of lived experiences outside of their own individual social and cultural context. Through the creation/interpretation/communication of an original work and through the performance/presentation/production of that work, students are able to gain new perspectives.

Design:

The Interdisciplinary Humanities course should provide a well-rounded, thematic hands-on experience. The course is intended to integrate content from **two or more** arts and humanities disciplines. This course must be built upon the following five anchor standards: connect and compare, respond, create, present, and reflect. The standards for the Interdisciplinary Humanities course do not provide discipline content; the content should be derived from the selected disciplines.

Pedagogy:

In the Interdisciplinary Humanities classroom, the teacher(s) will have extensive expertise in two or more disciplines and will enable students to identify and apply authentic connections. Instruction will integrate essential concepts that transcend individual disciplines. The integration must be balanced in content, practices, and assessments. Structured around themes, issues, and/or movements, instruction will maintain a balance of academic study, performance, and project-based learning. The instructor will foster a collaborative environment that encourages academic risk-taking and inquiry.

<u>Interdisciplinary Humanities</u>	
<u>Anchor Standard 1</u>	<u>Connect and compare ideas, diverse cultures, and events through two or more disciplines.</u>
<u>Enduring Understanding</u>	<u>Sources of inspiration are transformed into works that express the human experience.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>What inspires people or cultures to create?</u> • <u>What connections and comparisons between ideas, cultures, and events can be made?</u> • <u>What is the relationship of a work to its time/culture?</u>

Goals and Objectives:

Goal CC1: Understand the interdisciplinary relationships of ideas, cultures, and events.

- a. Objective CC1.1: Develop a working vocabulary for the disciplines of study.
- b. Objective CC1.2: Identify and articulate how a work expresses the human experience.

Goal CC2: Identify the relationship between two or more works/disciplines and how the historical contexts of ideas, cultures, and events are represented.

- a. Objective CC2.1: Identify, in context, events and people influential in the development of historical events, movements, themes, and cultures.
- b. Objective CC2.2: Explain how an artifact or work symbolizes and reflects a particular culture, event, theme, movement, or time period.

Goal CC3: Understand how the human experience is represented through the arts and humanities.

- a. Objective CC3.1: Identify the ways in which the structure of an art or discipline mirrors or portrays the values of society.
- b. Objective CC3.2: Evaluate original works and how they represent a historical event, theme, movement, and/or culture.

<u>Interdisciplinary Humanities</u>	
<u>Anchor Standard 2</u>	<u>Respond to universal themes, issues, and/or movements that express the human experience.</u>
<u>Enduring Understanding</u>	<u>Human experience repeats itself.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How do themes, issues, and/or movements shape the human experience?</u> • <u>How do we learn from the human experience?</u>

Goals and Objectives:

Goal RES1: Conduct analyses in the arts and humanities disciplines.

- a. Objective RES 1.1: Summarize how the human experience is expressed through the arts and humanities.
- b. Objective RES 1.2: Interpret content knowledge from multiple perspectives and/or sources.
- c. Objective RES 1.3: Discover how key themes, issues, and/or movements are conveyed through the arts and humanities.

<u>Interdisciplinary Humanities</u>	
<u>Anchor Standard 3</u>	<u>Create original works or unique interpretations that demonstrate knowledge of themes, issues, and/or movements that express the human experience.</u>
<u>Enduring Understanding</u>	<u>Through the creative process, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none">• <u>How does creating enrich people's lives?</u>• <u>How do people contribute to awareness and understanding of their lives and the lives of their communities through the creative process?</u>• <u>What role does persistence play in the creative process?</u>

Goals and Objectives:

Goal CRI: Communicate in the arts and humanities disciplines through creative expression

- a. Objective CRI.1: Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.
- b. Objective CRI.2: Engage in collaborative learning to foster the creative process.
- c. Objective CRI.3: Create an original product that interprets and/or investigates themes, issues, and/or movements.
- d. Objective CRI.4: Revise, refine and develop an original work.

<u>Interdisciplinary Humanities</u>	
<u>Anchor Standard 4</u>	<u>Convey meaning through the presentation/performance/production of an original work or unique interpretation of a work.</u>
<u>Enduring Understanding</u>	<u>Connections between multiple disciplines are visible through the presentation/performance of original works.</u>

<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How does sharing original work deepen interdisciplinary understanding of ourselves and the human experience?</u> • <u>How do we select the best method of performance/presentation/production to convey meaning?</u>
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Goals and Objectives:

Goal PR1: Perform/present/produce an original work or interpretation of a work for an audience.

- Objective PR1.1: Combine knowledge and understanding from two or more disciplines to present/perform their original or interpreted works for an audience.
- Objective PR1.2: Convey meaning through their presentation/performance.

Goal PR2: Justify choices made in creating or interpreting a work.

- Objective PR2.1: Apply knowledge and understanding from two or more disciplines to justify choices in the creation/interpretation of works.
- Objective PR2.2: Engage in constructive critique with peers.

<u>Interdisciplinary Humanities</u>	
<u>Anchor Standard 5</u>	<u>Reflect on the process of creating/interpreting/presenting a work.</u>
<u>Enduring Understanding</u>	<u>Reflection on the creative process deepens understanding of the content and the creator.</u>
<u>Essential Questions</u>	<ul style="list-style-type: none"> • <u>How is the quality of a performance/presentation/production determined?</u> • <u>When does the creator know that a work is finished?</u> • <u>How do the arts and humanities enhance and empower our lives?</u>

Goals and Objectives:

Goal REF1: Evaluate one’s own work and the works of others as reflections of the themes, issues, and/or movements addressed in the course.

- Objective REF 1.1: Utilize and apply a set of aesthetic criteria in evaluating the quality of one’s own work and works of others.
- Objective REF 1.2: Respond to critique and criteria to revise or justify one’s own work.

Goal REF2: Reflect upon the potential of the arts and humanities to enhance and expand one’s worldview.