



# Infusing the Standards Based Curriculum with Classical Ideas

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## Which of the following is not generally considered a “classic”?

1. The Iliad
2. The Leaning Tower of Pisa
3. Frida by Kahlo
4. Egyptian Pyramids
5. Harry Potter
6. Symphony No. 5 (Beethoven)

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## What are Classics?

- a creation of the highest excellence
- a term used to describe a piece of literature, art, architecture, etc. which by common consent has achieved a **recognized position** in history for its **superior qualities**
- a work whose excellence has achieved for it an **eminent place** in the world

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## The Importance of Classical Ideas

- From them, society has gained its ideas of **justice and freedom**.
- From them society has shaped its concept of **honor and beauty**.
- Classical ideas have stood the **test of time**.
- They are the **foundation** or building blocks of the academic world.

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## Benefits of Integration

- Development of **intellectualism**
- Exposure to **range of ideas** in the world
- Development of **affinity** for these ideas
- Evocation of **curiosity**
- **Appreciation** of significant contributions from various cultures

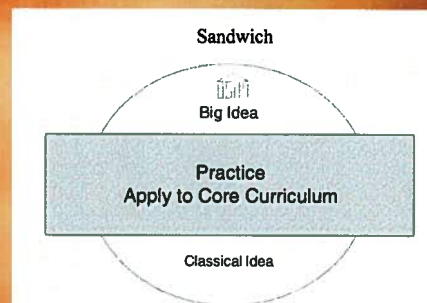
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## Generalizations & Big Ideas



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## Curriculum Template with Classics



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### Curriculum Template with Classics

Sandwich

Imagination compensates for the things we lack.

**Through Grandpa's Eyes**

Beethoven's Symphony Number 9

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### Curriculum Template

Sandwich

Patterns allow for prediction.  
Cycle within Mozart's Music

**Life Cycles**

John Locke  
Are you the same person you were five years ago?  
Philosophy of personal identity.

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### Curriculum Template

Sandwich

Power is the ability to influence.

**Native Americans**

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Standard: identifying problem or conflict.  
Topic: Conflict is composed of opposing forces.

art movements  
Beethoven or Prokofiev's *Baker & the Wolf*  
Greek Mythology: Pandora's Box  
Immanuel Kant: "Should you ever tell a lie?"

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Standard: making laws  
Topic: Rules provide structure.

Rules of different art movements  
Musical composition: Johann Sebastian Bach  
Thomas Paine's Rights of Man  
Mahatmas Gandhi: Civil disobedience

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<p><b>Edgar Degas’ painting of Jules Perrot rehearsing dancers in the <i>Foyer de la Danse</i> of the <i>Palais Garnier</i> 1875</b></p>	<p><b>Ludwig van Beethoven</b></p>	<p><b>William Shakespeare</b></p>	<p><b>Palace at Versailles Baroque Art and the Absolute Monarchy of King Louis XIV</b></p>
<p><b>Orchestra Classical Music</b></p>	<p><b><u>The Adventures of Huckleberry Finn</u> by Mark Twain</b></p>	<p><b><u>Rights of Man</u> By Thomas Paine</b></p>	<p><b>Greek Gods and Mythology</b></p>
<p><b><u>The Iliad</u> By Homer</b></p>	<p><b>The Thinker By Auguste Rodin</b></p>	<p><b>The Nutcracker Ballet By Marius Petipa and Lev Ivanov</b></p>	<p><b>Wolfgang Amadeus Mozart</b></p>
<p><b>Little Women By Louisa May Alcott</b></p>	<p><b>The Declaration of Independence</b></p>	<p><b>Renee Descartes</b></p>	<p><b>Leaning Tower of Pisa</b></p>

# **UNIVERSAL CONCEPTS AND GENERALIZATIONS**

## **CONCEPTS**

1. Change
2. Conflict
3. Order vs. Chaos
4. Patterns
5. Power
6. Structure
7. Systems
8. Relationships

## **CONCEPTS AND GENERALIZATIONS**

### **1. Change**

- Change generates additional change
- Change can be either positive/negative
- Change is inevitable
- Change is necessary for growth
- Change can be evolutionary or revolutionary

### **2. Conflict**

- Conflict is composed of opposing forces
- Conflict may be natural or human-made
- Conflict may be intentional or unintentional
- Conflict may allow for synthesis and change

### **3. Order vs. Chaos**

- Order may be natural or constructed
- Order may allow for prediction
- Order is a form of communication
- Order may have repeated patterns
- Order and chaos are reciprocals
- Order leads to chaos and chaos leads to order

### **4. Patterns**

- Patterns have segments that are repeated
- Patterns allow for prediction
- Patterns have an internal order
- Patterns are enablers

### **5. Power**

- Power is the ability to influence
- Power may be used or abused
- Power is always present in some form
- Power may take many forms (chemical, electrical, political, mechanical)

# **UNIVERSAL CONCEPTS AND GENERALIZATIONS**

(Continued)

## **6. Structure**

- Structures have parts that interrelate
- Parts of structures support and are supported by other parts
- Smaller structures may be combined to form larger structures
- A structure is no stronger than its weakest component/ part

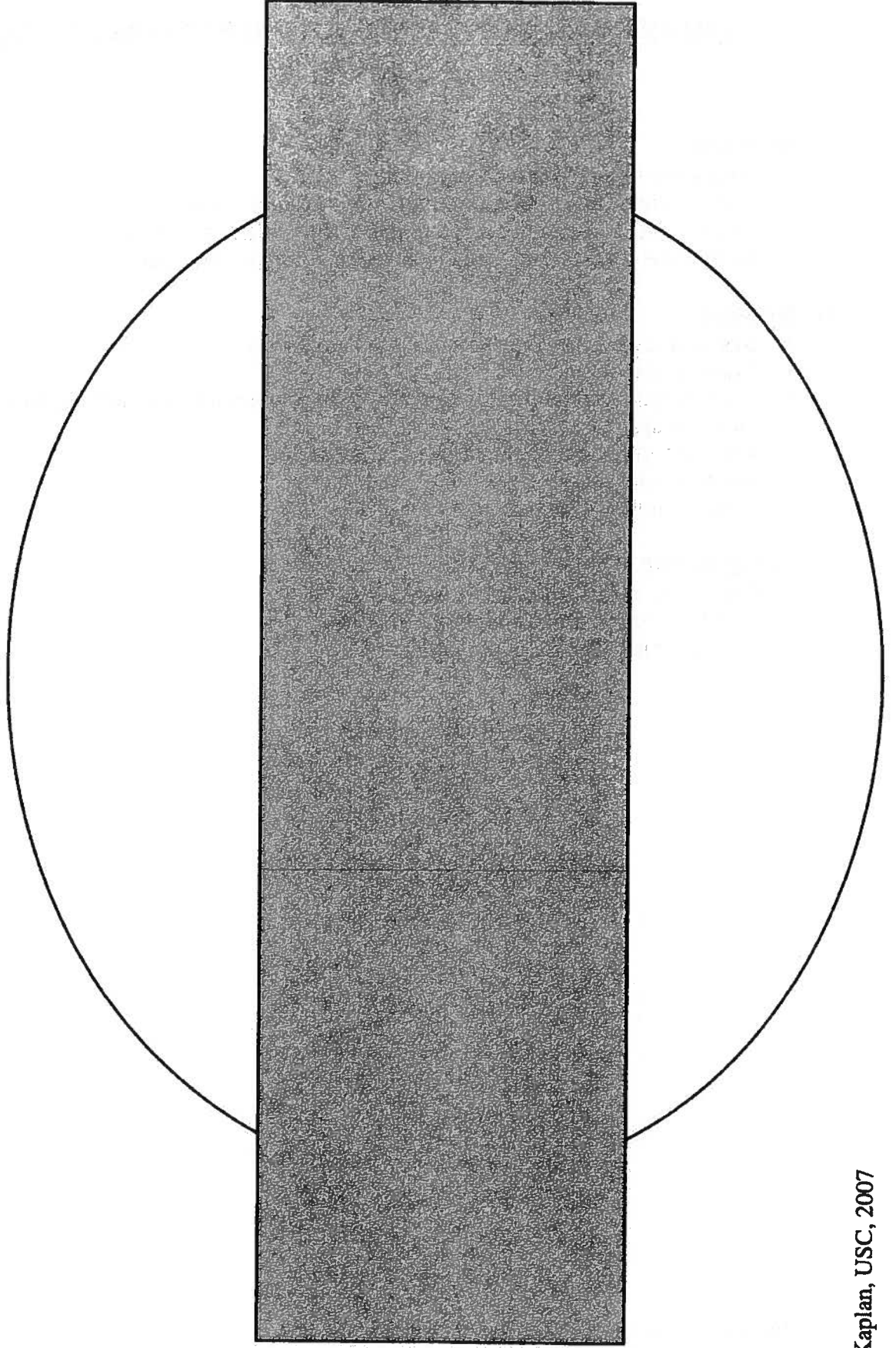
## **7. Systems**

- Systems have parts that work to complete a task
- Systems are composed of sub-systems
- Parts of systems are interdependent upon one another and form symbiotic relationships
- A system may be influenced by other systems
- Systems interact
- Systems follow rules

## **8. Relationships**

- Everything is related in some way
- All relationships are purposeful
- Relationships change over time

# Sandwich



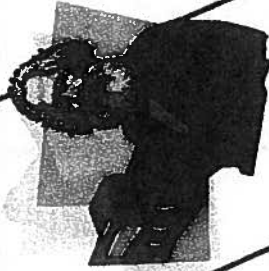
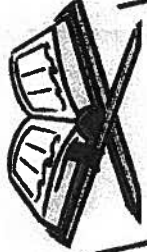
## Examples of Discipline Specific Big Ideas

<b>Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
<p>Authors play with words.</p>	<p>Mathematics is a rule driven discipline.</p>	<p>There are physical features in nature that are predictable and repeated.</p>	<p>Historical evidence can be misleading.</p>
<p>The author's life is reflected in the author's work.</p>	<p>The value of a number changes because of how it is used or placed with other numbers.</p>	<p>In science nothing is invented, rather it is discovered.</p>	<p>Perspectives influence ethical issues.</p>
<p>Criticism can be based on objective or subjective reasons.</p>	<p>Numbers are used in many contexts.</p>	<p>The physical aspects of the natural world are predictable.</p>	<p>The first duty of a society is justice.</p>

# Supporting Standards with the *CLASSICS*

Standard:

Topic:



# Classical Exemplars

Art	Music	Literature	Philosophy	Science	History
<b>Art Movements:</b> Medieval Art Baroque Realism Impressionism Modernism Cubism	<b>Musical Periods:</b> Renaissance Baroque Classical Romantic 20 <sup>th</sup> Century Classical	<b>Genres:</b> Lyric Drama Epic Myth	<b>Concerns:</b> Ethics Metaphysics Epistemology Logic	<b>Disciplines:</b> Physics Astronomy Chemistry Biology	<b>Disciplines:</b> Science Politics Philosophy Religion
<b>Artists:</b> Cezanne Chagall Degas Matisse Monet Picasso	<b>Composers:</b> Bach Beethoven Chopin Gershwin Mozart Tchaikovsky	<b>Authors:</b> Bronte (sisters) Homer Twain Poe Dickens Shakespeare	<b>Philosophers:</b> Aristotle Bacon Descartes Dewey Locke Plato	<b>Scientists:</b> Archimedes Bohr Darwin Galileo Newton Curie	<b>People:</b> Carnegie Columbus Henry VIII Mother Teresa Pocahontas Gandhi
<b>Works:</b> Mona Lisa Irises The Thinker The David Swan Lake (ballet)	<b>Pieces:</b> Air On G 5 <sup>th</sup> Symphony Furelise Minuet Solomon	<b>Pieces:</b> Hamlet The Odyssey The Great Gatsby Pride & Prejudice	<b>Ideas:</b> Personal Identity Mind-Body Idealism Pragmatism Existentialism	<b>Discoveries or Ideas:</b> Antibiotics Bernoulli's Principle Atom Nuclear Energy	<b>Events:</b> Declaration of Independence Fall of Berlin Wall Communism McCarthyism