Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSSLA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit 1 Foundations of Philosophy and Philosophical Thinking (six weeks)	What is philosophy? What makes for a good argument? Why is philosophy important in the twenty-first century? What is a meaningful life?	Philosophy demands only that a life is examined; it prescribes no set conclusions. Philosophical questions permeate everyday life. Questions of philosophy are interconnected and are not fundamentally disparate. Philosophy invites us to think about the meaning of life in	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters	Students will be able to compose clear and cogent philosophical arguments that demonstrate an understanding of the conventions of philosophical writing. Students will be able to identify	Formative: - whole-class and small-group discussions; - free writes; - moral dilemmas; - textual annotations; - student/teacher conferences; - collaborative learning groups; - quizzes; - and tests. Summative: - Socratic seminars;	6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 6.1.12.D.3.a:	9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. 9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful
		non-religious ways. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting	RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text,	fallacious reasoning in arguments. Students will be able to differentiate between deductive and inductive arguments.	- debates; - philosopher presentations; - argumentative writing tasks; - quizzes; - and tests.	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. 8.1.12.A.3 Collaborate in online courses, learning	completion of a challenging task or project. 9.1.12.D.1 - Interpret spoken and written communication within the appropriate cultural context.

Producing clear	details and	including how		 communities, social	9.1.12.F.2 -
ideas as a writer	ideas.	they interact	Students will	networks or virtual	Demonstrate a positive
involves selecting an		and build on	be able to	worlds to discuss a	work ethic in various
appropriate style and	NJSLSA.W1.	one another to	read closely	resolution to a problem	settings, including the
structure for an	Write	produce a	to analyze	or issue.	classroom and during
audience and is	arguments to	complex	explicit and		structured learning
strengthened	support claims	account;	implicit	8.1.12.E.1	experiences.
through revision and	in an analysis	provide an	information	Produce a position	
technology.	of substantive	objective	from the text.	statement about a real	9.1.12.F.6 - Relate
	topics or texts,	summary of the		world problem by	scientific advances
Effective writers use	using valid	text.	Students will	developing a systematic	(e.g., advances in
a variety of formats	reasoning and		be able to	plan of investigation	medicine) to the
to communicate	relevant and	RL.11-12.6.	identify the	with peers and experts	creation of new ethical
ideas appropriate for	sufficient	Acquire and	writing style	synthesizing information	dilemmas.
audience, task and	evidence.	use accurately a	that best fits	from multiple sources.	
time frame.		range of	the task,	from muniple sources.	9.3.12.C1:
	NJSLSA.W4.	general	purpose, and		Career preparation
Comprehension is	Produce clear	academic and	audience.		requires purposeful
enhanced through a	and coherent	domain-specific			planning based on
collaborative	writing in	words and	Students will		research,
process of sharing	which the	phrases	be able to use		self-knowledge, and
and evaluating	development,	sufficient for	organizationa		informed choices.
ideas.	organization,	reading,	1/formatting		
	and style are	writing,	structure to		9.3.12.AC-DES.2
	appropriate to	speaking, and	develop		Use effective
	task, purpose,	listening at the	writing ideas.		communication skills
	and audience.	college and			and strategies (listening
		career readiness	Students will		speaking, reading,
	NJSLSA.W1	level;	be able to		writing and graphic
	0. Write	demonstrate	recognize and		communications) to
	routinely over	independence	analyze		work with clients and
	extended time	in gathering	philosophical		colleagues.
	frames (time	vocabulary	principles in		
	for research,	knowledge	various		
	reflection, and	when	media.		
	revision) and	encountering an			
	shorter time	unknown term			

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	frames (a	important to			
	single sitting	comprehension			
	or a day or	or expression.			
	two) for a	-			
	range of tasks,	RI.11-12.1.			
	purposes, and	Accurately cite			
	audiences.	strong and			
	addionees.	thorough			
	NJSLSA.SL1	textual			
	. Prepare for	evidence, (e.g.,			
	and participate	via discussion,			
		written			
	effectively in				
	a range of	response, etc.),			
	conversations	to support			
	and	analysis of			
	collaborations	what the text			
	with diverse	says explicitly			
	partners,	as well as			
	building on	inferentially,			
	others' ideas	including			
	and	determining			
	expressing	where the text			
	their own	leaves matters			
	clearly and	uncertain.			
	persuasively.				
	1	RI.11-12.2.			
	NJSLSA.SL3	Determine two			
	. Evaluate a	or more central			
	speaker's	ideas of a text,			
	point of view,	and analyze			
	reasoning, and	their			
	use of	development			
	evidence and	and how they			
	rhetoric.	interact to			
	111010110.	provide a			
		complex			
		analysis;			
		anarysis,	1		

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	provide an		
	objective		
	summary of the		
	text.		
	W.11-12.1.		
	Write		
	arguments to		
	support claims		
	in an analysis		
	of substantive		
	topics or texts,		
	using valid		
	reasoning and		
	relevant and		
	sufficient		
	evidence.		
	evidence.		
	W.11-12.4.		
	Produce clear		
	and coherent		
	writing in		
	which the		
	development,		
	organization,		
	organization,		
	and style are		
	appropriate to		
	task, purpose,		
	and audience.		
	W.11-12.10.		
	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.
SL.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.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.				
Unit 2	What is	Philosophy demands	NJSLSA.R1.	RL.11-12.1.	Students will	Formative:	6.1.12.A.2.a	9.1.12.1 -
	goodness?	only that a life is	Read closely	Cite strong and	be able to	- whole-class and	Analyze the	Collaboration and
Ethics and		examined; it	to determine	thorough	compose	small-group	intellectual origins of	teamwork enable
Ethical Issues	Why be	prescribes no set	what the text	textual	clear and	discussions;	the major ideas	individuals or groups
	good?	conclusions.	says explicitly	evidence and	cogent	- free writes;	expressed in the	to achieve common
(four weeks)			and to make	make	philosophical	- moral dilemmas;	Declaration of	goals with greater
	Are ethical	Philosophical	logical	relevant	arguments	- textual	Independence.	efficiency.
	principles	questions permeate	inferences and	connections to	that	annotations;	1	
	relative?	everyday life.	relevant	support	demonstrate	- student/teacher	6.2.12.D.2.d	9.1.12.A.1: Apply
			connections	analysis of	an	conferences;	Analyze the impact of	critical thinking and
	How should a	Questions of	from it; cite	what the text	understanding	- collaborative	new intellectual,	problem-solving
	moral person	philosophy are	specific	says	of the	learning groups;	philosophical, and	strategies during
	behave?	interconnected and	textual	explicitly as	conventions	- quizzes;	scientific ideas on	structured learning
		are not	evidence	well as	of	- and tests.	how humans viewed	experiences.
		fundamentally	when writing	inferences	philosophical		themselves and how	
		disparate.	or speaking to	drawn from the	writing.		they viewed their	9.1.12.C.5 - Assume a
		1	support	text, including			physical and spiritual	leadership position by
		Moral relativism is	conclusions	determining	Students will	Summative:	worlds.	guiding the thinking of
		the variance of the	drawn from	where the text	be able to	- Socratic		peers in a direction
		most basic rules of	the text.	leaves matters	recognize	seminars;	6.1.12.D.3.a:	that leads to successful
		morality from one		uncertain.	instances of	- debates;	Determine how	completion of a
		culture to another.	NJSLSA.R2.		and apply the	- presentations;	expansion created	challenging task or
			Determine	RL.11-12.2.	principles of	- argumentative	opportunities for some	project.
		What one <i>ought</i> to	central ideas	Determine two	moral	writing tasks;	and hardships for	
		do goes beyond	or themes of a	or more themes	relativism.	- film analyses,	others by considering	9.1.12.D.1 - Interpret
		individual interests	text and	or central ideas		including but not	multiple perspectives.	spoken and written
		and compels	analyze their	of a text and	Students will	limited to <i>The</i>		communication within
		regardless of that	development;	analyze their	be able to	Matrix;	8.1.12.A.3	the appropriate
		which is prescribed	summarize the	development	differentiate	- quizzes;	Collaborate in online	cultural context.
		by law.	key	over the course	between what	- and tests.	Conaborate in online	

	supporting	of the text,	is lawful and	courses, learning	9.1.12.F.2 -
Writin	ng should be details and	including how	what is	communities, social	Demonstrate a positive
purpos	sely focused, ideas.	they interact	morally just	networks or virtual	work ethic in various
detaile	ed, organized,	and build on	when	worlds to discuss a	settings, including the
and see	equenced in a NJSLSA.W1.	one another to	discrepancies	resolution to a problem	classroom and during
way th	hat clearly Write	produce a	arise.	or issue.	structured learning
commi	nunicates the arguments to	complex	Students will		experiences.
ideas t	to the reader. support claims	account;	be able to	8.1.12.E.1	
	in an analysis	provide an	read closely	Produce a position	9.1.12.F.6 - Relate
Produc	cing clear of substantive	objective	to analyze	statement about a real	scientific advances
ideas a	as a writer topics or texts,	summary of the	explicit and	world problem by	(e.g., advances in
involv	ves selecting using valid	text.	implicit	developing a systematic	medicine) to the
approp	priate style and reasoning and		information	plan of investigation	creation of new ethical
structu	ure for an relevant and	RL.11-12.6.	from the text.	with peers and experts	dilemmas.
audien	nce and is sufficient	Acquire and		synthesizing information	
strengt	ethened evidence.	use accurately a	Students will	from multiple sources.	9.3.12.C1:
throug	gh revision and	range of	be able to	from muniple sources.	Career preparation
techno	ology. NJSLSA.W4.	general	identify the		requires purposeful
	Produce clear	academic and	writing style		planning based on
Effecti	tive writers use and coherent	domain-specific	that best fits		research,
a varie	ety of formats writing in	words and	the task,		self-knowledge, and
to com	nmunicate which the	phrases	purpose, and		informed choices.
ideas a	appropriate for development,	sufficient for	audience.		
audien	nce, task and organization,	reading,			9.3.12.AC-DES.2
time fr	rame. and style are	writing,	Students will		Use effective
	appropriate to	speaking, and	be able to use		communication skills
Compi	orehension is task, purpose,	listening at the	organizationa		and strategies (listening,
	ced through a and audience.	college and	1/formatting		speaking, reading,
collabo	orative	career readiness	structure to		writing and graphic
proces	ss of sharing NJSLSA.W1	level;	develop		communications) to
and ev	valuating 0. Write	demonstrate	writing ideas.		work with clients and
ideas.	routinely over	independence			colleagues.
	extended time	in gathering	Students will		
	frames (time	vocabulary	be able to		
	for research,	knowledge	recognize and		
	reflection, and	when	analyze		
	revision) and	encountering an	philosophical		

		shorter time	unknown term	principles in		
		frames (a	important to	various		
		single sitting	comprehension	media.		
		or a day or	or expression.			
		two) for a				
		range of tasks,	RI.11-12.1.			
		purposes, and	Accurately cite			
		audiences.	strong and			
			thorough			
		NJSLSA.SL1	textual			
		. Prepare for	evidence, (e.g.,			
		and participate	via discussion,			
		effectively in	written			
		a range of	response, etc.),			
		conversations	to support			
		and	analysis of			
		collaborations	what the text			
		with diverse	says explicitly			
		partners,	as well as			
		building on	inferentially,			
		others' ideas	including			
		and	determining			
		expressing	where the text			
		their own	leaves matters			
		clearly and	uncertain.			
		persuasively.				
			RI.11-12.2.			
		NJSLSA.SL3	Determine two			
		. Evaluate a	or more central			
		speaker's	ideas of a text,			
		point of view,	and analyze			
		reasoning, and	their			
		use of	development			
		evidence and	and how they			
		rhetoric.	interact to			
			provide a			
			complex			

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analysis; provide an objective summary of the
text. W.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.11-12.4. Produce clear
and coherent writing in
which the development,
organization, and style are
appropriate to task, purpose,
and audience.
W.11-12.10. 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.	
	SL.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.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.				
Unit 3	Does God	Philosophy demands	NJSLSA.R1.	RL.11-12.1.	Students will	Formative:	6.1.12.A.2.a	9.1.12.1 -
	exist?	only that a life is	Read closely	Cite strong and	be able to	- whole-class and	Analyze the	Collaboration and
The Existence of		examined; it	to determine	thorough	compose	small-group	intellectual origins of	teamwork enable
God	What are the	prescribes no set	what the text	textual	clear and	discussions;	the major ideas	individuals or groups
	philosophical	conclusions.	says explicitly	evidence and	cogent	- free writes;	expressed in the	to achieve common
(four weeks)	arguments for		and to make	make	philosophical	- moral dilemmas;	Declaration of	goals with greater
	God's	Philosophical	logical	relevant	arguments	- textual	Independence.	efficiency.
	existence?	questions permeate	inferences and	connections to	that	annotations;		-
		everyday life.	relevant	support	demonstrate	- student/teacher	6.2.12.D.2.d	9.1.12.A.1: Apply
	Is God		connections	analysis of	an	conferences;	Analyze the impact of	critical thinking and
	benevolent or	Questions of	from it; cite	what the text	understanding	- collaborative	new intellectual,	problem-solving
	malevolent?	philosophy are	specific	says	of the	learning groups;	philosophical, and	strategies during
		interconnected and	textual	explicitly as	conventions	- quizzes;	scientific ideas on	structured learning
		are not	evidence	well as	of	- and tests.	how humans viewed	experiences.
		fundamentally	when writing	inferences	philosophical		themselves and how	
		disparate.	or speaking to	drawn from the	writing.		they viewed their	9.1.12.C.5 - Assume a
			support	text, including			physical and spiritual	leadership position by
		Philosophical	conclusions	determining	Students will	Summative:	worlds.	guiding the thinking of
		arguments about	drawn from	where the text	be able to	- Socratic		peers in a direction
		God's existence are	the text.	leaves matters	differentiate	seminars;	6.1.12.D.3.a:	that leads to successful
		fundamentally		uncertain.	between	- debates;	Determine how	completion of a
		different from	NJSLSA.R2.		philosophical	- presentations;	expansion created	challenging task or
		religious ones.	Determine	RL.11-12.2.	and religious	- argumentative	opportunities for some	project.
			central ideas	Determine two	arguments for	writing tasks;	and hardships for	
		Evolutionary theory	or themes of a	or more themes	the existence	- film analyses,	others by considering	9.1.12.D.1 - Interpret
		does not necessarily	text and	or central ideas	of God.	including but not	multiple perspectives.	spoken and written
		require denial of	analyze their	of a text and		limited to <i>The</i>		communication within
		God's existence.	development;	analyze their	Students will	Truman Show;	8.1.12.A.3	the appropriate
			summarize the	development	be able to	- quizzes;		cultural context.

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	Writing should be	key	over the course	read closely	- and tests.	Collaborate in online	
	purposely focused,	supporting	of the text,	to analyze		courses, learning	9.1.12.F.2 -
d	detailed, organized,	details and	including how	explicit and		communities, social	Demonstrate a positive
a	and sequenced in a	ideas.	they interact	implicit		networks or virtual	work ethic in various
v	way that clearly		and build on	information		worlds to discuss a	settings, including the
c	communicates the	NJSLSA.W1.	one another to	from the text.		resolution to a problem	classroom and during
i	ideas to the reader.	Write	produce a			or issue.	structured learning
		arguments to	complex	Students will		8.1.12.E.1	experiences.
F	Producing clear	support claims	account;	be able to		Produce a position	
i	ideas as a writer	in an analysis	provide an	identify the		statement about a real	9.1.12.F.6 - Relate
i	involves selecting	of substantive	objective	writing style		world problem by	scientific advances
a	appropriate style and	topics or texts,	summary of the	that best fits		developing a systematic	(e.g., advances in
s	structure for an	using valid	text.	the task,		plan of investigation	medicine) to the
a	audience and is	reasoning and		purpose, and		with peers and experts	creation of new ethical
s	strengthened	relevant and	RL.11-12.6.	audience.		synthesizing information	dilemmas.
l ti	through revision and	sufficient	Acquire and			from multiple sources.	
to	technology.	evidence.	use accurately a	Students will		from muniple sources.	9.3.12.C1:
			range of	be able to use			Career preparation
	Effective writers use	NJSLSA.W4.	general	organizationa			requires purposeful
a	a variety of formats	Produce clear	academic and	1/formatting			planning based on
te	to communicate	and coherent	domain-specific	structure to			research,
i	ideas appropriate for	writing in	words and	develop			self-knowledge, and
a	audience, task and	which the	phrases	writing ideas.			informed choices.
l ti	time frame.	development,	sufficient for				
		organization,	reading,	Students will			9.3.12.AC-DES.2
	Comprehension is	and style are	writing,	be able to			Use effective
e	enhanced through a	appropriate to	speaking, and	recognize and			communication skills
	collaborative	task, purpose,	listening at the	analyze			and strategies (listening,
p	process of sharing	and audience.	college and	philosophical			speaking, reading,
a	and evaluating		career readiness	principles in			writing and graphic
i	ideas.	NJSLSA.W1	level;	various			communications) to
		0. Write	demonstrate	media.			work with clients and
		routinely over	independence				colleagues.
		extended time	in gathering				
		frames (time	vocabulary				
		for research,	knowledge				
		reflection, and	when				

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revision) and	encountering an
shorter time	unknown term
frames (a	important to
single sitting	comprehension
or a day or	or expression.
two) for a	
range of tasks,	RI.11-12.1.
purposes, and	Accurately cite
audiences.	strong and
	thorough
NJSLSA.SL1	textual
. Prepare for	evidence, (e.g.,
and participate	via discussion,
effectively in	written
a range of	response, etc.),
conversations	to support
and	analysis of
collaborations	what the text
with diverse	says explicitly
partners,	as well as
building on	inferentially,
others' ideas	including
and	determining
expressing	where the text
their own	leaves matters
clearly and	uncertain.
persuasively.	
	RI.11-12.2.
NJSLSA.SL3	Determine two
. Evaluate a	or more central
speaker's	ideas of a text,
point of view,	and analyze
reasoning, and	their
use of	development
evidence and	and how they
rhetoric.	interact to
	provide a

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	complex		
	analysis;		
	provide an		
	objective		
	summary of the		
	text.		
	W.11-12.1.		
	Write		
	arguments to		
	support claims		
	in an analysis		
	of substantive		
	topics or texts,		
	using valid		
	reasoning and		
	relevant and		
	sufficient		
	evidence.		
	evidence.		
	W.11-12.4.		
	Produce clear		
	and coherent		
	writing in		
	which the		
	development,		
	organization,		
	and style are		
	appropriate to		
	task, purpose,		
	and audience.		
	W.11-12.10.		
	Write routinely		
	over extended		
	time frames		
	(time for		
	(unite 101	I	

research,
reflection, and
revision) and
shorter time
frames (a single
sitting or a day
or two) for a
range of tasks,
purposes.
SL.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.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.				
Unit 4	Is a	Philosophy demands	NJSLSA.R1.	RL.11-12.1.	Students will	Formative:	6.1.12.A.2.a	9.1.12.1 -
	deterministic	only that a life is	Read closely	Cite strong and	be able to	- whole-class and	Analyze the	Collaboration and
Free Will and	world	examined; it	to determine	thorough	compose	small-group	intellectual origins of	teamwork enable
Determinism	compatible	prescribes no set	what the text	textual	clear and	discussions;	the major ideas	individuals or groups
	with a free	conclusions.	says explicitly	evidence and	cogent	- free writes;	expressed in the	to achieve common
(four weeks)	one?		and to make	make	philosophical	- moral dilemmas;	Declaration of	goals with greater
		Philosophical	logical	relevant	arguments	- textual	Independence.	efficiency.
	Are there	questions permeate	inferences and	connections to	that	annotations;		
	causal	everyday life.	relevant	support	demonstrate	- student/teacher	6.2.12.D.2.d	9.1.12.A.1: Apply
	determinants		connections	analysis of	an	conferences;	Analyze the impact of	critical thinking and
	of choice?	Questions of	from it; cite	what the text	understanding	- collaborative	new intellectual,	problem-solving
		philosophy are	specific	says	of the	learning groups;	philosophical, and	strategies during
	Do we have	interconnected and	textual	explicitly as	conventions	- quizzes;	scientific ideas on	structured learning
	free will?	are not	evidence	well as	of	- and tests.	how humans viewed	experiences.
		fundamentally	when writing	inferences	philosophical		themselves and how	
	Is a	disparate.	or speaking to	drawn from the	writing.		they viewed their	9.1.12.C.5 - Assume a
	deterministic		support	text, including			physical and spiritual	leadership position by
	world devoid	Conceptions of	conclusions	determining	Students will	Summative:	worlds.	guiding the thinking of
	of moral	freedom and	drawn from	where the text	be able to	- Socratic		peers in a direction
	responsibility	responsibility are	the text.	leaves matters	identify the	seminars;	6.1.12.D.3.a:	that leads to successful
	?	deeply, even		uncertain.	central tenets	- debates;	Determine how	completion of a
		inextricably linked.	NJSLSA.R2.		of soft and	- presentations;	expansion created	challenging task or
			Determine	RL.11-12.2.	hard	- argumentative	opportunities for some	project.
		Determinism is the	central ideas	Determine two	determinism.	writing tasks;	and hardships for	
		belief that each	or themes of a	or more themes		- film analyses,	others by considering	9.1.12.D.1 - Interpret
		event has a set of	text and	or central ideas	Students will	including but not	multiple perspectives.	spoken and written
		causes that	analyze their	of a text and	be able to	limited to		communication within
		determine its effects.	development;	analyze their	assess the	Groundhog Day;		the appropriate

 				<u>-</u>		
	summarize the	development	merits of	- quizzes;	8.1.12.A.3	cultural context.
Compatibilists, or	key	over the course	arguments for	- and tests.	Collaborate in online	
soft determinists,	supporting	of the text,	and against		courses, learning	
believe that	details and	including how	free will.		communities, social	9.1.12.F.2 -
determinism leaves	ideas.	they interact			networks or virtual	Demonstrate a positive
room for free will;		and build on	Students will		worlds to discuss a	work ethic in various
hard determinists	NJSLSA.W1.	one another to	be able to		resolution to a problem	settings, including the
believe that	Write	produce a	read closely		or issue.	classroom and during
determinism rules	arguments to	complex	to analyze			structured learning
out free will.	support claims	account;	explicit and		8.1.12.E.1	experiences.
	in an analysis	provide an	implicit		Produce a position	
The "free will	of substantive	objective	information		statement about a real	9.1.12.F.6 - Relate
problem" has	topics or texts,	summary of the	from the text.		world problem by	scientific advances
puzzled	using valid	text.			developing a systematic	(e.g., advances in
philosophers for	reasoning and		Students will		plan of investigation	medicine) to the
centuries; it has	relevant and	RL.11-12.6.	be able to		with peers and experts	creation of new ethical
practical	sufficient	Acquire and	identify the		synthesizing information	dilemmas.
implications beyond	evidence.	use accurately a	writing style		from multiple sources.	
even criminal law.		range of	that best fits			9.3.12.C1:
	NJSLSA.W4.	general	the task,			Career preparation
Writing should be	Produce clear	academic and	purpose, and			requires purposeful
purposely focused,	and coherent	domain-specific	audience.			planning based on
detailed, organized,	writing in	words and				research,
and sequenced in a	which the	phrases	Students will			self-knowledge, and
way that clearly	development,	sufficient for	be able to use			informed choices.
communicates the	organization,	reading,	organizationa			
ideas to the reader.	and style are	writing,	1/formatting			9.3.12.AC-DES.2
	appropriate to	speaking, and	structure to			Use effective
Producing clear	task, purpose,	listening at the	develop			communication skills
ideas as a writer	and audience.	college and	writing ideas.			and strategies (listening
involves selecting		career readiness	-			speaking, reading,
appropriate style and	NJSLSA.W1	level;	Students will			writing and graphic
structure for an	0. Write	demonstrate	be able to			communications) to
audience and is	routinely over	independence	recognize and			work with clients and
strengthened	extended time	in gathering	analyze			colleagues.
through revision and	frames (time	vocabulary	philosophical			-
technology.	for research,	knowledge	principles in			

	reflection, and	when	various		
Effective writers use	revision) and	encountering an	media.		
a variety of formats	shorter time	unknown term	illeula.		
to communicate	frames (a	important to			
ideas appropriate for	single sitting	comprehension			
audience, task and	or a day or	or expression.			
time frame.	two) for a				
	range of tasks,	RI.11-12.1.			
Comprehension is	purposes, and	Accurately cite			
enhanced through a	audiences.	strong and			
collaborative		thorough			
process of sharing	NJSLSA.SL1	textual			
and evaluating	. Prepare for	evidence, (e.g.,			
ideas.	and participate	via discussion,			
	effectively in	written			
	a range of	response, etc.),			
	conversations	to support			
	and	analysis of			
	collaborations	what the text			
	with diverse	says explicitly			
	partners,	as well as			
	building on	inferentially,			
	others' ideas	including			
	and	determining			
	expressing	where the text			
	their own	leaves matters			
	clearly and	uncertain.			
	persuasively.				
	1	RI.11-12.2.			
	NJSLSA.SL3	Determine two			
	. Evaluate a	or more central			
	speaker's	ideas of a text,			
	point of view,	and analyze			
	reasoning, and	their			
	use of	development			
	evidence and	and how they			
	rhetoric.	interact to			

provide a
complex
analysis;
provide an
provide an
objective
summary of the
text.
W.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.11-12.4.
Produce clear
and coherent
writing in
which the
development,
organization,
and style are
appropriate to
task, purpose,
and audience.
W.11-12.10.
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.
CT 11 12 1
SL.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.
porsumorvery.
SL.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.		