

**Hillsborough Township Public Schools
Grades 9–12**

Philosophy and Popular Culture curriculum map

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	NJSSLA	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
<p style="text-align: center;">Unit 1</p> <p>Foundations of Philosophy and Philosophical Thinking</p> <p style="text-align: center;">(six weeks)</p>	<p>What is philosophy?</p> <p>What makes for a good argument?</p> <p>Why is philosophy important in the twenty-first century?</p> <p>What is a meaningful life?</p>	<p>Philosophy demands only that a life is examined; it prescribes no set conclusions.</p> <p>Philosophical questions permeate everyday life.</p> <p>Questions of philosophy are interconnected and are not fundamentally disparate.</p> <p>Philosophy invites us to think about the meaning of life in non-religious ways.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting</p>	<p>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 uncertain.</p> <p>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,</p>	<p>Students will be able to compose clear and cogent philosophical arguments that demonstrate an understanding of the conventions of philosophical writing.</p> <p>Students will be able to identify fallacious reasoning in arguments.</p> <p>Students will be able to differentiate between deductive and inductive arguments.</p>	<p>Formative:</p> <ul style="list-style-type: none"> - whole-class and small-group discussions; - free writes; - moral dilemmas; - textual annotations; - student/teacher conferences; - collaborative learning groups; - quizzes; - and tests. <p>Summative:</p> <ul style="list-style-type: none"> - Socratic seminars; - debates; - philosopher presentations; - argumentative writing tasks; - quizzes; - and tests. 	<p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>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.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>8.1.12.A.3 Collaborate in online courses, learning</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.D.1 - Interpret spoken and written communication within the appropriate cultural context.</p>

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		<p>Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>details and ideas.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>	<p>including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term</p>	<p>Students will be able to read closely to analyze explicit and implicit information from the text.</p> <p>Students will be able to identify the writing style that best fits the task, purpose, and audience.</p> <p>Students will be able to use organizational/formatting structure to develop writing ideas.</p> <p>Students will be able to recognize and analyze philosophical principles in various media.</p>		<p>communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p> <p>9.3.12.C1: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
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			<p>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1 . Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3 . Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>important to comprehension or expression.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis;</p>				
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				<p>provide an objective summary of the text.</p> <p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and</p>				
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				<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>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.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the</p>				
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				stance, premises, links among ideas, word choice, points of emphasis, and tone used.				
Unit 2 Ethics and Ethical Issues (four weeks)	<p>What is goodness?</p> <p>Why be good?</p> <p>Are ethical principles relative?</p> <p>How should a moral person behave?</p>	<p>Philosophy demands only that a life is examined; it prescribes no set conclusions.</p> <p>Philosophical questions permeate everyday life.</p> <p>Questions of philosophy are interconnected and are not fundamentally disparate.</p> <p>Moral relativism is the variance of the most basic rules of morality from one culture to another.</p> <p>What one <i>ought</i> to do goes beyond individual interests and compels regardless of that which is prescribed by law.</p>	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>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 uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course</p>	<p>Students will be able to compose clear and cogent philosophical arguments that demonstrate an understanding of the conventions of philosophical writing.</p> <p>Students will be able to recognize instances of and apply the principles of moral relativism.</p> <p>Students will be able to differentiate between what</p>	<p>Formative:</p> <ul style="list-style-type: none"> - whole-class and small-group discussions; - free writes; - moral dilemmas; - textual annotations; - student/teacher conferences; - collaborative learning groups; - quizzes; - and tests. <p>Summative:</p> <ul style="list-style-type: none"> - Socratic seminars; - debates; - presentations; - argumentative writing tasks; - film analyses, including but not limited to <i>The Matrix</i>; - quizzes; - and tests. 	<p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>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.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>8.1.12.A.3 Collaborate in online</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.D.1 - Interpret spoken and written communication within the appropriate cultural context.</p>

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		<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>supporting details and ideas.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and</p>	<p>of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an</p>	<p>is lawful and what is morally just when discrepancies arise. Students will be able to read closely to analyze explicit and implicit information from the text.</p> <p>Students will be able to identify the writing style that best fits the task, purpose, and audience.</p> <p>Students will be able to use organizational/formatting structure to develop writing ideas.</p> <p>Students will be able to recognize and analyze philosophical</p>		<p>courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p> <p>9.3.12.C1: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
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			<p>shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1 . Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3 . Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>unknown term important to comprehension or expression.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex</p>	<p>principles in various media.</p>			
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				<p>analysis; provide an objective summary of the text.</p> <p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research,</p>				
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				<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>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.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,</p>				
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				assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				
<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">The Existence of God</p> <p style="text-align: center;">(four weeks)</p>	<p>Does God exist?</p> <p>What are the philosophical arguments for God’s existence?</p> <p>Is God benevolent or malevolent?</p>	<p>Philosophy demands only that a life is examined; it prescribes no set conclusions.</p> <p>Philosophical questions permeate everyday life.</p> <p>Questions of philosophy are interconnected and are not fundamentally disparate.</p> <p>Philosophical arguments about God’s existence are fundamentally different from religious ones.</p> <p>Evolutionary theory does not necessarily require denial of God’s existence.</p>	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the</p>	<p>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 uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development</p>	<p>Students will be able to compose clear and cogent philosophical arguments that demonstrate an understanding of the conventions of philosophical writing.</p> <p>Students will be able to differentiate between philosophical and religious arguments for the existence of God.</p> <p>Students will be able to</p>	<p>Formative:</p> <ul style="list-style-type: none"> - whole-class and small-group discussions; - free writes; - moral dilemmas; - textual annotations; - student/teacher conferences; - collaborative learning groups; - quizzes; - and tests. <p>Summative:</p> <ul style="list-style-type: none"> - Socratic seminars; - debates; - presentations; - argumentative writing tasks; - film analyses, including but not limited to <i>The Truman Show</i>; - quizzes; 	<p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>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.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>8.1.12.A.3</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.D.1 - Interpret spoken and written communication within the appropriate cultural context.</p>

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		<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>key supporting details and ideas.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and</p>	<p>over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>	<p>read closely to analyze explicit and implicit information from the text.</p> <p>Students will be able to identify the writing style that best fits the task, purpose, and audience.</p> <p>Students will be able to use organizational/formatting structure to develop writing ideas.</p> <p>Students will be able to recognize and analyze philosophical principles in various media.</p>	<p>- and tests.</p>	<p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p> <p>9.3.12.C1: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
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			<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1 . Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3 . Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>encountering an unknown term important to comprehension or expression.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a</p>				
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				<p>complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for</p>				
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				<p>research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>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.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence</p>				
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				and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				
<p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Free Will and Determinism</p> <p style="text-align: center;">(four weeks)</p>	<p>Is a deterministic world compatible with a free one?</p> <p>Are there causal determinants of choice?</p> <p>Do we have free will?</p> <p>Is a deterministic world devoid of moral responsibility?</p>	<p>Philosophy demands only that a life is examined; it prescribes no set conclusions.</p> <p>Philosophical questions permeate everyday life.</p> <p>Questions of philosophy are interconnected and are not fundamentally disparate.</p> <p>Conceptions of freedom and responsibility are deeply, even inextricably linked.</p> <p>Determinism is the belief that each event has a set of causes that determine its effects.</p>	<p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;</p>	<p>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 uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their</p>	<p>Students will be able to compose clear and cogent philosophical arguments that demonstrate an understanding of the conventions of philosophical writing.</p> <p>Students will be able to identify the central tenets of soft and hard determinism.</p> <p>Students will be able to assess the</p>	<p>Formative:</p> <ul style="list-style-type: none"> - whole-class and small-group discussions; - free writes; - moral dilemmas; - textual annotations; - student/teacher conferences; - collaborative learning groups; - quizzes; - and tests. <p>Summative:</p> <ul style="list-style-type: none"> - Socratic seminars; - debates; - presentations; - argumentative writing tasks; - film analyses, including but not limited to <i>Groundhog Day</i>; 	<p>6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>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.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p>	<p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.D.1 - Interpret spoken and written communication within the appropriate</p>

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		<p>Compatibilists, or soft determinists, believe that determinism leaves room for free will; hard determinists believe that determinism rules out free will.</p> <p>The “free will problem” has puzzled philosophers for centuries; it has practical implications beyond even criminal law.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>summarize the key supporting details and ideas.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research,</p>	<p>development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge</p>	<p>merits of arguments for and against free will.</p> <p>Students will be able to read closely to analyze explicit and implicit information from the text.</p> <p>Students will be able to identify the writing style that best fits the task, purpose, and audience.</p> <p>Students will be able to use organizational/formatting structure to develop writing ideas.</p> <p>Students will be able to recognize and analyze philosophical principles in</p>	<p>- quizzes; - and tests.</p>	<p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>cultural context.</p> <p>9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p> <p>9.3.12.C1: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
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		<p>Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1 . Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3 . Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>when encountering an unknown term important to comprehension or expression.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to</p>	<p>various media.</p>			
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Philosophy and Popular Culture curriculum map

				<p>provide a complex analysis; provide an objective summary of the text.</p> <p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames</p>				
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Philosophy and Popular Culture curriculum map

				<p>(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>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.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and</p>				
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				use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				
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