

Course Title:
Philosophy and Questions

Length:
One Quarter
Grade 6

Primary Content:
Gifted & Talented

School:
Pierrepoint

Embedded Content:
English Language Arts, Visual and Performing Arts, Career Readiness, Life Literacies and Key Skills

Initial BOE Approval Date (Born on):
June 24, 2024

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

PHILOSOPHY AND QUESTIONS - GRADE 6

1. Introduction/Overview/Philosophy

This course in Philosophy and Questions is devoted to introducing the students to the subject of philosophy and the nature of philosophical inquiry. The course will focus on age appropriate topics and questions, (“What does it mean for something to be fair? What is happiness? Why do we make mistakes? Is it ever OK to lie?”). Students will also research and understand different methodologies and philosophers, gaining a greater understanding of the history of Philosophy. Students will read a selection of texts, focussing on The Tao of Pooh by Benjamin Hoff. This course, at its basis, teaches young children to follow agreed-upon rules for discussion, collaborative reasoning elaborate on the remarks of others, sequence ideas logically, and explain how claims are supported by reason and evidence, all in an effort to practice collaborative reasoning.

Course Outline

The course includes, but is not limited to, the reading of the book The Tao of Pooh by Benjamin Hoff. Along with this reading, a selection of personal and societal philosophical problems will be taken from a variety of resources. These situations are designed to challenge the students’ ability to make moral decisions by analyzing dilemmas and synthesizing alternative ethical solutions to problems. In addition to the eastern philosopher Lao-Tsu, the philosophies of Plato, Socrates, Aristotle and other great western thinkers will be examined.

The variety of enriching and thought-provoking learning experiences offered in the Gifted and Talented Program incorporates three levels of enrichment intended to promote critical thinking.

Type I—General Exploratory Activities (Content)- Exposure to disciplines, authors or events not covered in the regular curriculum. Children can be exposed to such areas long enough to be attracted to some of them for individual study.

Type II—Group Process Activities (Operations)- Students are taught skills for expanding their thinking and feeling processes. Among these activities are: brainstorming, analysis, classification, general inquiry, observation and evaluation.

Type III—Real Problem Solving (Products)- This type of enrichment involves children in thinking, feeling and doing in the manner of the practicing professional. Children are encouraged to focus on solvable problems so that they might become empowered to create products that influence outcomes and make a difference in the world.

In addition, a goal of the Gifted and Talented Program is to include activities aimed at developing the affective domain of our students, such as: valuing, responding, receiving/attending. It is through both thinking and feeling that our students will develop into thoughtful, contributing, valuable members of society.

2. Objectives

1. Students will develop the capability to provide reasons supporting their opinions. Students may have opinions coming into the lesson, but will be able to add reasons to those opinions at the end of the lesson
2. Students should be able to distinguish between a scientific discussion (one whose merits can be decided based on empirical data), an uncritical discussion (one which is merely exchanging opinions) and a philosophical discussion (one characterized by reasons supporting opinions and one that may not have a definite answer).
3. Students will improve reasoning ability, including drawing perceptual inferences, logical inferences and evidential inferences.
4. Students will be able to develop creativity and stimulate their inventive thinking.
5. Students will discover alternatives in thinking, impartiality, consistency, feasibility of giving reasons for beliefs, comprehensiveness and situations.
6. Students will identify defining concepts of various areas of philosophy
7. Students will use precise language to explain difficult ideas and concepts
8. Students will analyze philosophical arguments using reasoning and logic
9. Students will construct philosophical arguments with theses and supporting evidence in both written and oral form
10. Students will research philosophical topics using primary and secondary resources
11. Students will demonstrate responsibility for personal actions and contributions to group activities.
12. Students will describe and demonstrate appropriate character traits social skills and positive attitudes needed for home, school, community and workplace.
13. Students will explain and demonstrate how character and behavior affects and influences the actions of others in home, school and community.

A. Curriculum Objectives for Inquiry

Students will be able to refine and broaden

1. Divergent thinking
 - a. Creative thinking
 - b. Inventive thinking
 2. Convergent thinking
 - a. Deductive thinking
 - b. Analytical thinking
 - c. Evaluative thinking
 3. Interpretive thinking
 4. Research skills
1. In the area of **divergent thinking** students will:
 - a. use **creative thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions
 2. develop, produce, and dramatize

3. adapt story versions
 4. illustrate interpretations
 5. use the five-step writing process to write original pieces
 6. create and construct original designs with a variety of manipulatives and art supplies
 - b. use **inventive thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions
 2. adapt items to be used for an alternate purpose
2. In the area of **convergent thinking** students will:
- a. use **deductive thinking** to:
 1. formulate predictions/hypothesis
 - b. use **analytical thinking** to:
 1. analyze story elements
 2. compare and contrast story elements/manipulatives/interpretations
 3. interpret visual representations
 - c. use **evaluative thinking** to:
 1. judge character traits and motivation
 2. compare, rate, rank, revise, and eliminate information
 3. determine cause and effect
 4. make conclusions about given information
 5. self-assess using set criteria
3. In the area of **interpretive thinking** students will:
- a. use shared inquiry to:
 1. build awareness of interpretive issues in a story
 2. analyze character motivation and development
4. In the area of **research skills** students will:
- a. access and select meaningful information using the Internet, books, videos, and other media
 - b. use the five-step writing process of prewriting, drafting, editing, conferencing, and publishing for a variety of audiences and purposes
 - c. use a variety of computer software to record research
 - d. synthesize knowledge of a topic into self-selected culminating activities
 - e. cite references
 - f. Present to/share research with others
- a. **Skills**
- i. Improvement of reasoning ability
 - ii. Development of creativity and personal development

B. New Jersey Core Curriculum Content Standards

Speaking and Listening Standards:

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Standards:

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Use key details and supporting evidence to summarize the central idea in an informational text, draw inferences, or analyze connections within or across texts (e.g. events, people, ideas).

RI.IT.6.3. Analyze how a particular text's (e.g. article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Writing Standards:

W.AW.6.1. Write arguments on discipline-specific content (e.g. social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), [and] reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to [aiding] aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.TL.5: Collaborate digitally to produce an artifact

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Practice	Description
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

3. Proficiency Levels

Students in grades six are identified as “Gifted and Talented.” Students that have received 2 points on the Gifted and Talented screening will be offered all 4 available grade level courses.

Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Examples of Strategies and Practices that Support

Students with Disabilities and Students with 504 plans

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls references
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-alouds

4. **Methods of Assessment**

Participation

Completed products and performance

Teacher observation

Rubrics (student-made, teacher-made, published)

Sample collections/portfolios

Computer Programs, Multimedia Presentations and Web Pages

5. **Grouping**

Small group pull-out for students identified as “Gifted and Talented” according to the Rutherford School District Gifted and Talented Policy 2464 (revised December 7, 2020) to be run as a grade 6 cycle course.

6. **Articulation/Scope & Sequence**

Course length is one quarter.

Major Products:

- a. Reading and analyzation of The Tao of Pooh
- b. Research report on a philosophy or philosopher
- c. Group discussions

7. **Resources**

- a. References

<https://kidskonnnect.com/philosopher/philosophy-for-kid-facts-worksheets/>

<https://nj.pbslearningmedia.org/>

<https://www.plato-philosophy.org/philosophy-toolkit/>
<https://philosophy.unc.edu/wp-content/uploads/sites/122/2013/10/Philosophy-for-Children-Lesson-Plans.pdf>
http://www.philosophyclam.org/week_fin.html
<https://greece.mrdonn.org/philosophy.html>

Possible Films: ***Kung-Fu Panda***

- b. Technology
Chromebooks
Internet
- c. Supplies/Materials
a variety of art project supplies/paper
Markers/watercolor pencils/paint
Printer
Cardboard
- d. Texts

Harry Stottlemeier's Discovery, The Institute for the Advancement of Philosophy for Children
The Tao of Pooh by Benjamin Hoff
Philosophy Rocks by Stephen Law
The Allegory of the Cave by Plato

- e. Supplemental Reading

Tough Decisions: 50 Activities in Values and Character Education by Ann Bourman
Psychology for Kids II by Jonni Kincher

8. Methodologies

Methods include, but are not limited to:

- Cooperative learning
- Individual and group research
- Individual and group problem solving
- Inquiry
- Class discussion
- Brainstorming
- Critical Thinking
- Experimenting
- Short lecture

9. Suggested Activities

- Skill-building activities
- Exploring multiple intelligences
- Researching
- Public Speaking
- Silent sustained reading
- Shared Inquiry discussions
- Close textual analysis

10. Interdisciplinary Connections

The scope of materials for this philosophy unit is broad and interdisciplinary. Questions from different cultures and different points of view are examined from areas, such as aesthetics, science, law, logic and daily personal life. While rooted in ELA, text and discussions are constructed from real-world, local, and personal perspectives (such as cultural, political and social). Students are also encouraged in critical thinking as they prepare their analysis and arguments. As many activities are rooted in peer discussion, Philosophy encourages individual responsibility and cooperation among class members.

11. Professional Development

As per the PDP/100 Hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG) and the New Jersey Association for Gifted Children (NJAGC). Teacher will continue to read professional journals and books.

12. Curriculum Map

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Intro to Philosophy: Reality Scavenger Hunt; language Game; Belief and Knowledge; leadership; ethics.	<p>Number of weeks</p> <p>(This course meets for approx. 10 weeks)</p> <p>Time allocated is approx. 1 week/5 sessions</p>	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <p>Multi-media approach to accommodating various learning styles</p> <p>Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven</p> <p>Peer tutoring</p> <p>Higher order thinking skills</p>	<p>SL.PE.6.1</p> <p>SL.II.6.2.</p> <p>SL.ES.6.3</p> <p>SL.PI.6.4</p> <p>SL.UM.6.5</p> <p>SL.AS.6.6.</p> <p>L.SS.6.1</p> <p>L.KL.6.2</p> <p>6.1.5.Civics</p> <p>CM.3;</p> <p>6.1.5.Civics</p> <p>CM.4;</p> <p>6.1.5.EconE</p> <p>T.1;</p> <p>9.4.5.CI.3;</p> <p>9.4.5.CT.4;</p> <p>9.4.5.GCA.1;</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion)</p> <p>Teacher observation of student progress</p> <p>Classwork</p> <p>Self-assessment</p> <p>Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>
Basis of Philosophy: Leadership, Ethics, Justice	<p>Number of weeks</p> <p>(This course meets for approx. 10 weeks)</p> <p>Time allocated is approx. 1 week/5 sessions</p>	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <p>Multi-media approach to accommodating various learning styles</p> <p>Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven</p> <p>Peer tutoring</p> <p>Higher order thinking skills</p>	<p>SL.PE.6.1</p> <p>SL.II.6.2.</p> <p>SL.ES.6.3</p> <p>SL.PI.6.4</p> <p>SL.UM.6.5</p> <p>SL.AS.6.6.</p> <p>L.SS.6.1</p> <p>L.KL.6.2</p> <p>6.1.5.Civics</p> <p>CM.3;</p> <p>6.1.5.Civics</p> <p>CM.4;</p> <p>6.1.5.EconE</p> <p>T.1;</p> <p>9.4.5.CI.3;</p> <p>9.4.5.CT.4;</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion)</p> <p>Teacher observation of student progress</p> <p>Classwork</p> <p>Self-assessment</p> <p>Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>

			9.4.5.GCA.1;	
Harry Stottlemeiers Discovery	2 weeks (10 classes)	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <p>Multi-media approach to accommodating various learning styles</p> <p>Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven</p> <p>Peer tutoring</p> <p>Higher order thinking skills</p>	<p>RI.CR.6.1</p> <p>RI.CI.6.2.</p> <p>RI.IT.6.3;</p> <p>SL.PE.6.1</p> <p>SL.II.6.2.</p> <p>SL.ES.6.3</p> <p>SL.PI.6.4</p> <p>SL.UM.6.5</p> <p>SL.AS.6.6.</p> <p>L.SS.6.1</p> <p>L.KL.6.2;</p> <p>6.1.5.Civics</p> <p>CM.3;</p> <p>6.1.5.Civics</p> <p>CM.4;</p> <p>6.1.5.EconE</p> <p>T.1;</p> <p>9.4.5.CI.3;</p> <p>9.4.5.CT.4;</p> <p>9.4.5.GCA.1;</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion)</p> <p>Teacher observation of student progress</p> <p>Classwork</p> <p>Self-assessment</p> <p>Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>
The Tao of Pooh	3 weeks (15 classes)	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning</p> <p>Multi-media approach to accommodating various learning styles</p> <p>Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven</p> <p>Peer tutoring</p> <p>Higher order thinking skills</p>	<p>RI.CR.6.1</p> <p>RI.CI.6.2.</p> <p>RI.IT.6.3;</p> <p>SL.PE.6.1</p> <p>SL.II.6.2.</p> <p>SL.ES.6.3</p> <p>SL.PI.6.4</p> <p>SL.UM.6.5</p> <p>SL.AS.6.6.</p> <p>L.SS.6.1</p> <p>L.KL.6.2;</p> <p>6.1.5.Civics</p> <p>CM.3;</p> <p>6.1.5.Civics</p> <p>CM.4;</p> <p>6.1.5.EconE</p> <p>T.1;</p> <p>9.4.5.CI.3;</p> <p>9.4.5.CT.4;</p> <p>9.4.5.GCA.1;</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion)</p> <p>Teacher observation of student progress</p> <p>Classwork</p> <p>Self-assessment</p> <p>Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>

<p>Stories with Holes and other philosophical problems</p>	<p>1 week (5 classes)</p>	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven Peer tutoring Higher order thinking skills</p>	<p>SL.PE.6.1 SL.II.6.2. SL.ES.6.3 SL.PI.6.4 SL.UM.6.5 SL.AS.6.6. L.SS.6.1 L.KL.6.2; 6.1.5.Civics CM.3; 6.1.5.Civics CM.4; 6.1.5.EconE T.1; 9.4.5.CI.3; 9.4.5.CT.4; 9.4.5.GCA.1;</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>
<p>OPTIONAL- IF TIME: Research week</p>	<p>2 weeks (10 classes)</p>	<p>For Support:</p> <p>Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats</p> <p>For Enhancement:</p> <p>Interest driven Peer tutoring Higher order thinking skills</p>	<p>W.AW.6.1 W.IW.6.2 W.WP.6.4 W.WR.6.5; 9.4.5.TL.5; L.SS.6.1. L.KL.6.2</p>	<p>Formative Assessment:</p> <p>Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique</p> <p>Summative Assessment:</p> <p>Rubric to assess student created projects</p>