

English IV Honors: Eastern Philosophy

Unit Title: Introduction: Defining Philosophy (2 weeks)

Stage 1: Desired Results

Standards & Indicators:

- 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.
- 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; provide an objective summary of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
- 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.

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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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.RMI:1	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.2.5.CAP:8	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Individuals from different cultures may have different points of view and experiences.
Central Idea/Enduring Understanding: What is the nature of knowledge? How does the nature of knowledge contribute to the meaning of		Essential/Guiding Question: What is the nature of knowledge? How can one find the meaning of life? Why does Eastern thought differ so much from Western thought?

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life? How do Eastern thought and Western thought differ?	
Content: "Foundations of Philosophy" by Louis P. Pojman "The Meaning of Life" by Robert C. Solomon "From the Upanishads to Homer" by Prof. Daniel N. Robinson "What is Philosophy?" Crash Course Philosophy on YouTube	Skills(Objectives): <ul style="list-style-type: none"> - Identify and compare abstract and concrete thinking; - Analyze the nature of philosophical thinking; - Define and evaluate the basic definitions of existentialism, logic, philosophy of science, and Eastern philosophy; - Evaluate the question "What is the meaning of life?"; - Identify the relationship between the meaning of life and philosophical thought; and - compare/contrast the worldviews of Upanishads and the Homeric epics.

Interdisciplinary Connections:

Students evaluate historical civilizations as well as their individual beliefs.

Stage 2: Assessment Evidence

Performance Task(s): Check quizzes/tests will be given for reading content; classwork application activities	Other Evidence: Collaborative class discussion; EdPuzzle activity for "What is Philosophy?" on YouTube
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Stage 3: Learning Plan

Learning Opportunities/Strategies: Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar	Resources: Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002. Crash Course Philosophy, YouTube GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Application of "Foundations of Philosophy" by Louis P. Pojman to a written assignment formulating the hardest foundation to implement based on one's personal beliefs;	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; three-column chart for the "Foundations of Philosophy"	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

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self-reflection essay on the meaning of life			<p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Introduction: Epistemology (2-3 weeks)

Stage 1: Desired Results

Standards & Indicators:

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.

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, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

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; provide an objective summary of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
Central Idea/Enduring Understanding: What is epistemology? What is free will and determinism? What is rationalism? What is empiricism?		Essential/Guiding Question: How have free will and determinism affected the evolution of thought and belief? Is knowledge innate? Are we born with minds like blank slates?
Content: "Epistemology Defined" by ED Klempke, A. David Kline, and Robert Hollinger "Free Will vs. Determinism Debate" by James E. Kasmarek "Plato's Divided Line" by Mel Thompson "The Making of a Philosopher-King" by B. Jowett "Descartes' <i>Meditations</i> " by James E. Kasmarek "Defining Empiricism" by James E. Kasmarek "Bacon's Idols Applies" by James E. Kasmarek "Descartes' <i>First Meditations</i> : 10 Key Points" on YouTube 1984 by George Orwell (select passages)		Skills(Objectives): <ul style="list-style-type: none"> - Define epistemology, free will, and determinism; - Analyze Plato's "Divided Line" and concept of the philosopher king;; - Evaluate one's learning process and how it affects the world he/she perceives; - Analyze Descartes' definition of rationalism; - Compare/contrast Plato and Descartes' beliefs on knowledge; - Evaluate the difference between theoretical knowledge and scientific knowledge; - Define empiricism, Bacon's empiricism, and Bacon's "Idols;" - Evaluate the advantages and limitations of abstract thinking and concrete thinking; - Evaluate and apply the different approaches to knowledge; - Evaluate the restraints and obstacles of the world, both natural and manmade that impede understanding through selected reading of 1984 by Orwell.
Interdisciplinary Connections: Students evaluate the history of Ancient Greece, the relationship of the mind-body problem through Descartes' scientific connection, and Francis Bacon as the father of the modern scientific method.		
Stage 2: Assessment Evidence		
Performance Task(s): Check quizzes/tests will be given for reading content; classwork application activities		Other Evidence: Collaborative class discussion; EdPuzzle activity for "Descartes' <i>First Meditations</i> : 10 Key Points" on YouTube
Stage 3: Learning Plan		
Learning Opportunities/Strategies:		Resources: Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002.

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Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar; read aloud	Crash Course Philosophy, YouTube Orwell, George. 1984. NY: Harcourt, Brace, Jovanovich; 1961. 60-3. GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An epistemological selected reading from 1964 by George Orwell	Selected Reading Assignments; writing assignment; classroom activities	Guided notes to accompany slides; abbreviated reading selections; additional visual aids on YouTube or Crash Course Philosophy	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Confucianism (2 weeks)

Stage 1: Desired Results

Standards & Indicators:

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.

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; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

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Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.GCI:1 9.4.8.GCI:2	Model how to navigate cultural differences with sensitivity and respect. Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.5.GCA.1	Analyze how culture shapes individual and	Culture and geography can shape an

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	community perspectives and points of view	individual's experiences and perspectives.
Central Idea/Enduring Understanding: What is Eastern thought? How and when did Eastern ideas permeate Western consciousness? What is Confucianism?		Essential/Guiding Question: What is Eastern thought as compared to Western thought? How and when did Eastern ideas permeate Western consciousness? What are the Five Great Relationships that define Confucian social order? How do the Confucian values of <i>ren</i> and <i>li</i> define the ethics of Confucianism? What is the <i>I Ching</i> and why is it misunderstood and misinterpreted? Why are the teachings of Confucius in the <i>Analects</i> so timeless and universal?
Content: "West Meets East" by James E. Kasmarek "Religion or Philosophy?" by Waka Takahashi Brown "The Five Great Relationships" by James E. Kasmarek "What Would Confucius Do?" by Waka Takahashi Brown "Building the <i>I Ching</i> Hexagram" by James E. Kasmarek "Practicing the <i>I Ching</i> " by James E. Kasmarek <i>Analects</i> by Confucius "Confucius" by The School of Philosophy, YouTube		Skills(Objectives): <ul style="list-style-type: none"> - Compare and contrast Eastern thought to Western thought; - Analyze the life and contributions of Confucius through various reading selections and YouTube videos; - Define the Five Great Relationships as posited by Confucius; - Evaluate and apply <i>ren</i> and <i>li</i>; - Analyze the trigram and hexagram in Chinese philosophy; - Define the <i>I Ching</i>; - Apply the <i>I Ching</i> to exercises; and - Evaluate the <i>Analects</i> by Confucius as evidenced in Western thought.
Interdisciplinary Connections: Students evaluate historical civilizations and the differences of Western thought to Eastern civilizations.		
Stage 2: Assessment Evidence		
Performance Task(s): Check quizzes/tests will be given for reading content; classwork application activities		Other Evidence: Collaborative class discussion; EdPuzzle activity for "Confucius" on YouTube; discussion questions as do now activities (independent and collaborative)
Stage 3: Learning Plan		
Learning Opportunities/Strategies: Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar; flexible groups		Resources: Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002. Takahashi Brown, Waka. "Religion or Philosophy?" and "What Would Confucius Do?" <i>Religions and Philosophies in China</i> . CT: Leland Stanford Junior University; 2002. Crash Course Philosophy, YouTube GLSEN Educator Resources Supporting LGBTQIA Youth Resource List

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		<u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u> <u>Learning for Justice</u>	
<u>Differentiation</u>			
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Application of Confucianism to a written assignment formulating the application of the Five Great Relationships to one's life.	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; abbreviated reading selections; additional visual aids on YouTube or Crash Course Philosophy	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit Title: Taoism (3 weeks)

Stage 1: Desired Results

Standards & Indicators:

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.

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, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

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; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, or update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

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SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.8.GCI:1 9.4.8.GCI:2	Model how to navigate cultural differences with sensitivity and respect. Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view	Culture and geography can shape an individual's experiences and perspectives.
<u>Central Idea/Enduring Understanding:</u> What is Tao? How are yin, yang, and chi essential to Taoism?		<u>Essential/Guiding Question:</u> What is Tao? How is Taoism both a philosophy and a religion? What is Tai Ching? How are yin, yang, and Chi essential Taoist thought? What is the concept of wu wei? What is the uncarved block? What do Taoists mean by living in accordance with nature? Why are the teachings of Lao Tzu in the <i>Tao te Ching</i> so timeless and universal?
<u>Content:</u> "Questions About Taoism" by Waka Takahashi Brown <i>Tao te Ching</i> by Lao Tzu "Quotations from Taoist Works" by Waka Takahashi Brown "Yin and Yang" by Andy Baggott "The Tai Chi Experience" by James E. Kasmarek <i>The Tao of Pooh</i> by Benjamin Hoff		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - Define Taoism; - Analyze the background information and contributions of Lao Tzu to Taoism; - Evaluate the <i>Tao te Ching</i> reading selection; - Apply the <i>Tao te Ching</i> to one's current life situation through a short writing assignment; - Apply Taoist principles to the mechanics of a jump shot on the basketball court; - Apply Hoff's text to a fully researched essay on the Taoist concepts presented.
<u>Interdisciplinary Connections:</u> Students evaluate historical civilizations and the differences to Eastern civilizations.		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> Check quizzes/tests will be given for reading content; classwork application activities		<u>Other Evidence:</u> Collaborative class discussion; daily questions for both independent and collaborative responses; final essay applying Taoist principles from Hoff's book
Stage 3: Learning Plan		
<u>Learning Opportunities/Strategies:</u>		<u>Resources:</u> Hoff, Benjamin. <i>The Tao of Pooh</i> . NY: Penguin, 1982. Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The

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Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar; read aloud; flexible groups	Center for Learning, 2002. Takahashi Brown, Waka. “Questions About Taoism” and “Quotations from Taoist Works” <i>Religions and Philosophies in China</i> . CT: Leland Stanford Junior University; 2002. Crash Course Philosophy, YouTube GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Conduct a case study in a Tai Chi experience through the Wu Chi (state of ultimate nothingness) using a hallway in the school	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; abbreviated reading selections; video selections from YouTube and Crash Course Philosophy	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

English IV Honors: Eastern Philosophy

Unit Title: Buddhism (4-5 weeks)

Stage 1: Desired Results

Standards & Indicators:

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.

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, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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.

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; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, or update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.GCI:1 9.4.8.GCI:2	Model how to navigate cultural differences with sensitivity and respect. Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view	Culture and geography can shape an individual's experiences and perspectives.

Central Idea/Enduring Understanding:
What is Buddhism? Who is the Buddha?

Essential/Guiding Question:

What is Buddhism? Who is the Buddha? How did Buddhism develop as both a philosophy and a religion? What are the Four Noble Truths and the Eightfold Path? What are karma, dharma, and sangha, and why are they essential to Buddhist thought? Why is meditation crucial for Buddhism? What is samsara? What is nirvana, and how does one achieve enlightenment?

Content:

"The Interdependent Universe" by James E. Kasmarek
"The Quiet Game" by James E. Kasmarek
"Jataka Tales and Parables, Buddhist Teachings and Sutras" by Waka Takahashi Brown
Siddhartha by Herman Hesse

Skills(Objectives):

- Evaluate the background information and contributions to Buddhism of Siddhartha Guatama;
- Evaluate and apply the concepts of Buddhism in various reading selections;
- Interpret the Buddhist concepts of an interdependent universe and being in the moment;

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	<ul style="list-style-type: none"> - Evaluate the Four Noble Truths and The Eightfold Path; - Analyze the concepts of karma, dharma, sangha, samsara, and nirvana in Buddhism; - Evaluate the importance of meditation in Buddhist philosophy; and - Evaluate Siddhartha Guatama's contribution to the Buddhist philosophy.
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Interdisciplinary Connections:

Students evaluate historical civilizations and the differences to Eastern civilizations.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Check quizzes/tests will be given for reading content; classwork application activities	<u>Other Evidence:</u> Collaborative class discussion; EdPuzzle activities; discussion questions to be completed independently and collaboratively; selected think questions
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar; flexible groups	<u>Resources:</u> Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002. Takahashi Brown, Waka. "Jataka Tales and Parables, Buddhist Teachings and Sutras" <i>Religions and Philosophies in China</i> . CT: Leland Stanford Junior University; 2002. Crash Course Philosophy, YouTube <u>GLSEN Educator Resources</u> <u>Supporting LGBTQIA Youth Resource List</u> <u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u> <u>Learning for Justice</u>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Contrast Western linear order of chronological events to Buddhist philosophy using art in a slides project	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; abbreviated reading selections; additional YouTube and Crash Course Philosophy videos	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

English IV Honors: Eastern Philosophy

Unit Title: Zen Buddhism (2 weeks)

Stage 1: Desired Results

Standards & Indicators:

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.

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; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, or update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.GCI:1	Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical

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9.4.8.GCI:2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	to avoid barriers to productive and positive interaction.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view	Culture and geography can shape an individual's experiences and perspectives.
Central Idea/Enduring Understanding: What is Zen Buddhism?		Essential/Guiding Question: What is Zen Buddhism? How does Zen Buddhism differ from other forms of Buddhism? What is a Zen Master? What is the purpose of Zen meditation? What is the purpose of a koan?
Content: "Zen Buddhism" by James E. Kasmarek "The Zen Master" by James E. Kasmarek "Zen Picture Poems" by James E. Kasmarek		Skills(Objectives): <ul style="list-style-type: none"> - Evaluate the main ideas and concepts of Zen Buddhism; - Define the role of Zen Master; - Interpret the ideas of a Zen Master; and - Construct Zen picture poems based on Zen passages.
Interdisciplinary Connections: Students evaluate historical civilizations and the differences to Eastern civilizations.		

Stage 2: Assessment Evidence

Performance Task(s): Check quizzes/tests will be given for reading content; classwork application activities	Other Evidence: Collaborative class discussion; construction of Zen picture poems; discussion questions to be completed independently and collaboratively.
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Stage 3: Learning Plan

Learning Opportunities/Strategies: Think-pair-share; academic vocabulary and language; graphic organizer; Socratic seminar; flexible groups	Resources: Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002. Crash Course Philosophy, YouTube GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice
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English IV Honors: Eastern Philosophy

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Construct an essay in which you define Eastern philosophy; compare Eastern philosophy to Western thought; and evaluate one of the four philosophies of the course.	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; abbreviated reading selections; additional YouTube and Crash Course Philosophy videos	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

English IV Honors: Eastern Philosophy

Unit Title: Research (3-4 weeks)

Stage 1: Desired Results

Standards & Indicators:

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

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.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is

required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.IML:1	Identify a simple search term to find information in a search engine or digital resource.	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML:4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)	Information is shared or conveyed in a variety of formats and sources.

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9.4.5.GCA:1	Analyze how culture shapes individual and community perspectives and points of view	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML:1	Evaluate digital sources for accuracy, perspective, credibility and relevance	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML:6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions	
9.4.5.IML:7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social	Specific situations require the use of relevant sources of information.
9.4.8.DC:1		
9.4.8.DC:2	Analyze the resource citations in online materials for proper use. Provide appropriate citation and attribution elements when creating media products	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
Central Idea/Enduring Understanding: What have I learned about Eastern thought, philosophy, and religion?		Essential/Guiding Question: How can I recognize, interpret, and analyze Eastern thought, philosophy, and religion? How can I apply Eastern thought, philosophy, and religion to the world in which I live?
Content: Students will take a guided tour of the Asian galleries and special exhibits at the Philadelphia Museum of Art and choose works representative of Confucian, Taoist, and Buddhist ideals; research the work; and write a fully researched paper and create an accompanying slides presentation on the research to present to the class at the end of the semester. Purdue Online Writing Lab		Skills(Objectives): <ul style="list-style-type: none"> - to review, analyze, and prepare an independent research paper and slides presentation; - to present a formal oral presentation illustrating the concepts of Confucianism, Taoism, and Buddhism; - to apply concrete images to explain abstract philosophical concepts; - to research a topic for presentation; - To evaluate the philosophies and their reflection of the cultures; and - to interpret aspects of philosophy for peers and relate it to the present culture.
Interdisciplinary Connections: Students evaluate historical civilizations as well as their individual beliefs. Students develop an understanding of Asian culture, civilizations, spirituality, and modern society. Students analyze world history as it pertains to concrete artistic representations. Students develop an understanding of art and the artist through the cultural reflection in the art.		

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Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Construct a formal research presentation using MLA format	<u>Other Evidence:</u> Construct a slides presentation on formal research for presentation to peers.
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Academic vocabulary and language; graphic organizer	<u>Resources:</u> Philadelphia Museum of Art Purdue Online Writing Lab <u>GLSEN Educator Resources</u> <u>Supporting LGBTQIA Youth Resource List</u> <u>Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice</u>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Application of "Foundations of Philosophy" by Louis P. Pojman to a written assignment formulating the hardest foundation to implement based on one's personal beliefs; self-reflection essay on the meaning of life	Selected Reading Assignments; writing assignment; classroom activities	Guided notes for all slides presentations; three-column chart for the "Foundations of Philosophy"	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

English IV Honors: Eastern Philosophy	Content/Resources	Standards
UNIT 1: Introduction & Epistemology (21 Days)		
	Introduction: Defining Philosophy and Epistemology "Foundations of Philosophy" by Louis P. Pojman "The Meaning of Life" by Robert C. Solomon "From the Upanishads to Homer" By Professor Daniel Robinson "Epistemology Defined" by E.D. Klempke, A. David Kline, and Robert Hollinger "Free Will v. Determinism Debate" By James E. Kasmarek "Plato's Divided Line" by Mel Thompson "The Making of A Philosopher King" by B. Jowett "Descartes' <i>Meditations</i> " by James E. Kasmarek "Defining Empiricism" by James E. Kasmarek "Bacon's Idols Applies" by James E. Kasmarek <i>1984</i> by George Orwell	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.6 RI.11-12.1, RI.11-12.2, RI.11-12.4 W.11-12.3, W.11-12.9, W.11-12.10 SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4 CRP1, CRP2, CRP4 9.1.5.RMI.1 9.2.5.CAP.8 9.4.2.GCA.1 9.4.12.CI.1
UNIT 2: Confucianism & Taoism (25 Days)		
	Confucianism and Taoism "West Meets East" by James E. Kasmarek "Religion or Philosophy?" by Waka Takahashi Brown "The Five Great Relationships" by James E. Kasmarek	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6 RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.7, RI.11-12.9 W.11-12.2, W.11-12.3, W.11-12.4,

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	<p>"Confucian Virtues" by Michael Malloy</p> <p>"What Would Confucius Do?" by Waka Takahashi Brown</p> <p>"Building the I Ching Hexagram" by James E. Kasmarek</p> <p>"Practicing the I Ching" by James E. Kasmarek</p> <p><i>Analects</i> by Confucius</p> <p>"Questions About Daoism" by Waka Takahashi Brown</p> <p><i>Tao te Ching</i> by Lao Tzu</p> <p>"Quotations from Daoist Works" by Waka Takahashi Brown</p> <p>"Yin and Yang" by Andy Baggot</p> <p>"The Tai Chi Experience" by James E. Kasmarek</p> <p><i>The Tao of Pooh</i> by Benjamin Hoff</p>	<p>W.11-12.5, W.11-12.6, W.11-12.9, W.11-12.10</p> <p>SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4</p> <p>CRP1, CRP2, CRP4</p> <p>9.4.8.GCI.1, 9.4.8.GCI.2</p> <p>9.4.5.GCA.1</p>
UNIT 3: Buddhism and Zen Buddhism (25 Days)		
	<p>Buddhism and Zen Buddhism</p> <p>"The Interdependent Universe" by James E. Kasmarek</p> <p>"The Quiet Game" by James E. Kasmarek</p> <p><i>Guided Meditations</i> by Tharpa Publications</p> <p>"Jataka Tales and Parables, Buddhist Teachings and Sutras" by Waka Takahashi Brown</p> <p><i>Meditations for Relaxation, Clear Mind, and Kind Heart</i> by Tharpa Publications</p> <p><i>Siddhartha</i> by Herman Hesse</p> <p>"Zen Buddhism" by James E. Kasmarek</p> <p>"The Zen Master" by C.N. Hu</p>	<p>RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9</p> <p>RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4</p> <p>W.11-12.1, W.11-12.3, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9, W.11-12.10</p> <p>SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4</p> <p>CRP1, CRP2, CRP4</p> <p>9.4.8.GCI.1, 9.4.8.GCI.2</p>

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	"Zen Picture Poems" by James E. Kasmarek	
UNIT 4: Zen Buddhism and Research (21 Days)		
	Zen Buddhism and the Research Project Guided tour of the Asian galleries At the Philadelphia Museum of Art All previous materials supplied	RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4 W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9 SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4 L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 CRP1, CRP2, CRP4 9.4.5.IML.1, 9.4.5.IML.6, 9.4.5.IML.7 9.4.8.DC.1, 9.4.8.DC.2 9.4.2.IML.1, 9.4.2.IML.4 9.4.5.GCA.1