



# Advanced Academic Curriculum

## Semester A Lesson Plan **A2**

Class	Objective
<b>1. Justice With Michael Sandel Lecture Series</b> <b>Lecture 10</b>	Students are challenged to continual deeper thinking by considering questions that in thousands of years have yet to be answered conclusively. Furthermore, the student must consider how to maintain consistent principles while moving from specific to general rules and general to specific circumstances. Finally, it encourages the student to feel comfortable changing sides and seeing what was familiar as unfamiliar and vice versa. This class develops students' skills in every single facet of academic writing and is the cornerstone of the curriculum
<b>2. Freakanomics</b>	Students will predict in depth aspects of a subject. Then their assumptions and evaluation after new information has been presented will be reexamined in order to improve their predictive abilities as well as understand humbly what cannot be known
<b>3. Bias in History: Event</b> How many Native Americans lived in the New World before European contact? <b>Who Fired The First Shot At Lexington?</b>	Students read various versions of an actual event and evaluate the differences, similarities and sources of the histories in order to determine possible biases and create a more complete picture of the truth. It will engage the student to think about the source of material and understand its strengths and weaknesses, its motives and the effects of the material's conclusion. This exercise will enable the student in his/her own writing to attack bias and defend and carefully select proper research.
<b>4. Historical Dialectic</b> List of topics provided but student may choose outside	Creating Thesis, Antithesis, Synthesis to expand view point, predict counter argument, evaluate evidence and make conclusion
<b>5. Editing And Sharing Class</b>	Students will learn how to edit other's work and be edited by peers, as well as share ideas that can

	improve their own writing. This process is perhaps the most significant to improvement.
<b>6. Sandel</b> Lecture 11	Lecture 2
<b>7. Freakanomics</b>	Topic chosen by class
<b>8. Bias in History: Person</b> How is Napoleon portrayed in high school history textbooks from U.S., France, U.K., Germany, Spain and Russia? How is Columbus portrayed over the centuries by American historians?	Students secondarily can attempt to sort out the most likely truths, but the primary purpose is for the students to see how different motivations lead to different stories
<b>9. Historical Free Analysis</b> Documents are provided and the topic will depend on class level	Student will develop research skills by analyzing primary historical sources from drawings and data tables to newspaper clippings and diaries that have no necessarily cohesive argument. The students will use the evidence to create an original argument and conclusion, teaching them how to use research, how to take evidence for support and how to make an original argument
<b>10. Editing And Sharing Class</b>	
<b>11. Sandel</b> Lecture 12	Lecture 3
<b>12. Freakanomics</b>	Topic chosen by class
<b>13. Bias in History: Time and Process</b> Scientific Revolution Protestant Reformation	How did contemporaries view the process compared to today? What has caused the similarities and differences in the assessment?
<b>14. Mock Trial Class</b>	The students have been selected at the beginning of the semester to be prosecution, defense, or jury. After a decision, the jurors will meet with both sides to help edit the arguments to strengthen the cases
<b>15. Editing And Sharing Class</b>	Best Dialectic  Most Balanced Topic Most Challenging Topic Most Balanced Paper ---- Most Well Covered Most Original Synthesis Best Phrase Most Advanced Word Used Correctly Most Well-Researched Best Use Of Research Best Cited

## Semester B Lesson Plan B2

In Class	Objective
1. Sandel Lecture 4 <i>Sandel Bioethics</i>	See Semester A1 Lesson 1
2. <b>Fighting Businessman</b>	Students evaluate a dialectic with two previously created theses and antithesis in a certain discipline, eventually choosing and defending one before the argument's historic winner is declared and correct course is revealed
3. <b>Satirical Analysis</b> <i>A Modest Proposal</i> Swift (Juvenalian Satire), <i>The Innocents Abroad</i> Twain (Horatian Satire)	Investigate this persuasive form of argumentative impact. Because satire is non-academic, it is one of the ideal ways to study style, which then can be used in diluted form in an academic paper. Furthermore, the student must interpret that which is not literal or explicit, which is the ultimate in understanding evidence.
4. <b>Refutation and Apology: Attack</b> Justification of Slavery <i>Slavery a Positive Good</i> Calhoun, <i>Occasional Discourse on the Negro</i> <i>Question</i> Carlyle <i>The Holocaust Never Happened</i> <i>Revisionism and Brainwashing</i> Barnes <i>Drama of the European Jews</i> Rassinier	Students will be given an easily available argument and the student should expose and destroy the primary arguments as well as find new angles for attack. Not having to worry about any possible counterarguments, students can hone their offensive skills.
5. <b>Editing And Sharing Class</b>	
6. Sandel Lecture 5 <i>Sandel Markets in Life</i>	See Semester A1 Lesson 1
7. <b>Fighting Scientists</b> Tesla Versus Edison on Direct and Alternating Current <i>Bohr Versus Einstein</i> <i>Quantum Non-Locality</i>	Students will evaluate scientists' claims as well as their supporters, eventually choosing and defending one before the argument's historic winner is declared and correct course is revealed
8. <b>Letter Writing</b> Talleyrand vs Wollstonecraft On Women's Rights <i>Cicero vs Cataline On Governance</i>	Letter arguments help to restrain passion and promote formality because it's addressed to a known, specific person, which also encourages thoughts of response/anticipation of counterarguments
9. <b>Refutation and Apology: Defense</b> Children Should Not Be Treated As Adults <i>Humans Are the Superior Species of Earth</i>	Students will write an apology for an easily defended argument. The student will anticipate the possible attacks, refute them, and put forward the reason for their position
10. <b>Editing And Sharing Class</b>	
11. Sandel Lecture 6 <i>Sandel Immigration</i>	See Semester A1 Lesson 1
12. <b>Fighting Critics: Film</b>	Different critical responses are compared and a guess as to the overall critical consensus is formulated

<b>13. Refute and Apology: Competition</b>	One student will choose a topic and the other student will choose which side to take (Refute or Apology). The topic-selecting student will receive the unchosen side. One will write an Attack, the other one a Defense. The two papers will be compared as a competition.
<b>14. Mock Trial Class</b>	Roles are switched from semester A
<b>15. Sharing And Competition Class</b>	<p>Best Satire</p> <p>Most Clever</p> <p>Most Provocative</p> <p>Wittiest Line</p> <p>Most Transparent</p> <p>Most Opaque</p> <p>Most Bawdy</p> <p>Most Condescending</p> <p>Most Light Hearted</p> <p>Best Overall</p>

## Semester C Lesson Plan C2

In Class	Objective
<b>1. Sandel</b> Lecture 7 <b>Sandel Right To Return</b>	See Semester A1 Lesson 1
<b>2. Fine Goods Criticism, Technical Jargon and How to Add Style.</b> Chocolate <b>Ice Cream (vs. gelato, custard, etc.)</b>	Students will learn about a very topic specific and difficult vocabulary should not intimidate them in their research. Students will also learn how to use context to seize these words for their own writing
<b>3. Original Research &amp; Cooperative Writing</b>	Teach students how to find appropriate evidence for their own theory and then manage teamwork to write about it, encouraging organization before beginning
<b>4. Historical Free Analysis</b> Documents are provided and the topic will depend on class level	Student will develop research skills by analyzing primary historical source from drawings and data tables to newspaper clippings and diaries that have no necessarily cohesive argument. The students will use the evidence to create an original argument and conclusion, teaching them how to use research, how to take evidence for support and how to make an original argument class , and other primary sources and CREATE their own theory supported by the materials. There will be a competition at the end of the semester to see who can write the best paper

	with scoring based on traditional argumentative writing criteria combined with creativity of thesis.
<b>5. Editing and Sharing Class</b>	
<b>6. Sandel Lecture 8</b> <i>Sandel Education</i>	See Semester A1 Lesson 1
<b>7. Bad Arguments From Good Evidence</b> <i>Outliers Gladwell; Guns, Germs and Steel Diamond</i>	Students are shown how even famous and Ivy League professors manipulate evidence for their own arguments in order to allow the students to mimic the technique, but hopefully avoid and recognize the opportunity to attack
<b>8. Historical Opinion Question</b> Which nation should take the most blame for starting World War One? (Russia, France, Germany, Austria-Hungary, Britain, Serbia) <i>Which European power was the most atrocious during the Imperial Colonial period? (Spain, Portugal, England, France, Netherlands, Belgium)</i>	Each student will take a different side of a multi-faceted question (not dialectic) and attempt to make the best answer to the question, with difficulty taken into consideration
<b>9. Style in Academic Writing: Description</b>	
<b>10. Editing and Sharing Class</b>	
<b>11. Sandel Lecture 9</b> <i>Sandel Trump's Election</i>	See Semester A1 Lesson 1
<b>12. Style in Academic Writing: Tone and Theme</b> <i>Politics and the English Language Orwell; The History of the Decline and Fall of the Roman Empire Gibbon</i>	Students will take an in depth look at how the actual writing, rather than the ideas, evidence, structure and research, affect the reception of their intended point
<b>13. Industry Free Analysis</b> Automobile <i>Fashion</i>	Students will choose documents from an industry that does not intentionally tell any story and then formulate an interpretation and recommendation based on the evidence. Teaches students to use information that is not necessarily in written form or meant to argue a point.
<b>14. Mock Trial Class</b>	Students occupy the one position they have not
<b>15. Sharing and Competition Class</b>	Timed Free Analysis  Best Overall Best Single Use Of Evidence Best Developed Argument Most Original Thesis Most Interesting Combination Of Documents Best Introduction Best Conclusion Most Attractive Phrase Most Concise/Tightest

