



Novice Academic Curriculum

Semester A1 Lesson Plan **A2**

Class	Objective
1. Great Speeches 300; Gehrig, Ickes Braveheart; Wiesel, Pericles	Learn what makes a great speech and fit the elements in correctly into a topic the student is passionate about so the student can create his/her own
2. Historical Debate Lincoln-Douglass Debate (for example only) The actual cases and debaters will be entirely unknown to the students to prevent advantage and make them truly face their own biases	Students are presented with an unknown historical debate and must decide which side won the debate while avoiding their own biases
3. Journal Article	Learn what makes a good journal article and how to research for it
4. Know Your Audience: Grant Proposal	Teaches students to know their audience and gives them a chance to role play. Students write a grant proposal and choose one of 6 rich people to try and gain their financial support for their project. Each rich person is a different type of person: Environmentalist-hates capitalism, Rags-to-riches Entrepreneur-hates government interference, Third Generation Rockefeller-hates lack of scholarships for science, Fundamentalist Christian Lottery Winner-hates modern technology, Daughter of Software Millionaire-hates globalization, Professional Athlete-hates poverty. Whichever student chooses the right person AND edits their original proposal without changing the important parts will obtain the largest grant
5. Editing And Sharing Class	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.
6. What If? Competition	Students will be given a scenario and then asked to write the most realistic possibilities and

	reactions that would follow. This exercise stimulates students' ability to consider the broad range of factors that impact events, allowing them to consider these connections in both their future research and arguments
7. Plagiarism, Libel and Slander <i>Joe Biden, Wilde v. Queensbury, Jefferson v. Croswell, Martin Luther King Jr., Burr v. Hamilton, Hamilton v. Eacker</i>	Students will be exposed to famous examples of three avoid-at-all-costs sins of academic and speech writing before shown how to properly cite all types of sources
8. Great Introductions <i>Black Swan Taleb; Sleepwalkers Koestler 48 Laws of Power Greene; Against the Gods Berstein</i>	Analyze what makes a great introduction and attempt to create student's own great introduction.
9. History's Mysteries Students may choose from a long list, in time and topic ranging from the Permian Mass Extinction to the <i>Dyatlov Pass Incident</i>	Students will concentrate on the understanding and evaluation of the <u>theories</u> (not the sources), presenting strengths, weaknesses, contradictions, and finally a conclusion or possible synthesis/new theory
10. Editing And Sharing Class	
11. Cultural Comparison Korea and Turkey <i>Bolivia and Finland</i>	The students are stretched into subjective comparisons that are not pre-designed or pre-disposed to argument (unlike a dialectic, question or evaluation) and still create a thesis at the same time understanding how to concede that a lack of resolution is a possible outcome of research i.e. not all differences can be measured in a common currency that facilitates judging preferable and unpreferable.
12. Argue For Innocence? 😏	Students will play the classic Werewolves game, yet instead of being able to argue with their voice, will have to write why they are not the murderer. Everyone will have a chance and the winner will be the best detective
13. Crime & Conspiracy: Evaluate Evidence Joseph Force Crater; Nazi False Flag <i>Gardner House Heist; Pearl Harbor</i>	Students will write about evidence rather than argument or causality. They will investigate an unsolved crime or a conspiracy theory using multiple sources and then write an evaluation explaining the strengths and weaknesses of the different sources before giving a final opinion
14. Who Would Win? Ruler vs. Ruler in Election; General vs. General in Battle; <i>Entrepreneur vs. Entrepreneur; Scientist vs. Scientist</i>	Students will research and evaluate specific people before arguing why two individuals who never competed would win a certain contest given the circumstances
15. Sharing And Competition	Speech Competition Judged by Learning Leaders Debate School

Semester B1 Lesson Plan **B2**

Class	Objective
<p>1. Historical Comparison: People: Rulers of Rome Gaius Julius Caesar, Octavian, Sulla, Cincinnatus, Pompey, The Gracchi People: Astronomers Aristarchus, Ptolemy, Galileo, Copernicus, Brahe, Halley</p>	Students will organize similarities and differences in a useful manner for presentation, while also encouraged to find creative similarities and recognize the critical differences
2. Historical Debate	See Semester A Lesson 2
3. Journal Article	See Semester A lesson 3
4. Know Your Audience: Free Stuff Competition	Students will select a company and write a letter of complaint in order to receive compensation. The highest value received is the winner
5. Editing And Sharing Class	
6. Favorite Movie Review Favorite Place Trip Advisor Review	Students will choose one of their favorite movies and then choose a review they agree with and one they disagree with, analyze them, and write their own review. The intention is that they separate what their feeling is of the review (and movie) from the quality of the writing of the reviews
7. Product Comparison And Pitch	Students will be divided into 3 groups. Each group will be given two competing products. The groups will compare their product and pitch to the third group.
8. Great Conclusions <i>Against The Gods</i> Berstein; <i>The Cosmic Serpent</i> Narby <i>Thinking, Fast and Slow</i> Kahneman; <i>Self-Reliance</i> Emerson	What does an excellent conclusion look like and can a student construct one on a topic of his/her highest strength?
9. History's Mysteries	See Class 9 Semester A
10. Editing And Sharing Class	
11. Food Party, What To Order?	Students must attempt to convince each other that their choice of cuisine for the party is the right choice; only one will win
12. Crime & Conspiracy: Evaluate Evidence Black Dahlia; Moon Landing Jack the Ripper; Roswell	See Class 12 Semester A
13. New Words: How To Use Difficult Vocabulary And Make Your Own Definitions	Students will learn difficult vocabulary specifically related to hard to describe phenomenon as well as create their own methods for describing aspects that have no words in English.

Music: Choral, Folk, Baroque, Classical, Romantic, Modern, Rock, Jazz; Smells: Food, Drinks, Plants, Perfumes, Colognes, Weather, Nature	Additionally, they will question whether other ideas affect their ability to independently describe as desired
14. Tell With Style: Organize How-To Into Should-Do Travel Guide Europe Rules of Baseball	Students will take travel guides and sporting rules manuals and turn them into argumentative essays recommending a specific course of action in lieu of a general range of choices. In addition to the benefit of learning how to make a stylistic narrative from mere point by point phrases, the students will learn how to break down technical language
15. Sharing And Competition	Journal Article Competition Student's submissions will be ranked by publications such as China Daily, Smart Shanghai, Time Out Shanghai, City Weekend, etc. with the the winner to be featured

Semester C1 Lesson Plan **C2**

Class	Objective
1. Historical Comparison: Events: Revolutions Glorious, Scientific, American, French, Industrial, Greek, Russian Events: Decadence of Empire Greek, Roman, Carolinian, Byzantine, Venetian, Spanish, British	Students will organize similarities and differences in a useful manner for presentation, while also encouraged to find creative similarities and recognize the critical differences
2. Historical Debate	See Semester A Lesson 2
3. Journal Article	After the format and approach to journal articles is covered, students will begin their semester C work on an approved journal article topic
4. Know Your Audience: Apology Options Provided	Students will compete to solicit an apology from a major news outlet by presenting their cases of why they were offended. Knowing which companies are sympathetic to certain issues will increase the students' chances of a desired response
5. Editing And Sharing Class	
6. Unraveling A Paradox <i>If The Universe Is Teeming With Aliens... Where Is Everybody?</i> Webb; Darkness At Night: A Riddle of the Universe Harrison	Paradoxes usually require outside the box thinking to create a solution, but also provide an excellent example of when to attack a premise rather than fight arguments i.e. by denying the paradox itself

<p>7. Inference, Lying And Logic Costume Party Murder; Theft on the High Seas</p>	<p>Students will asked to determine what must be true, what cannot be true, and what is likely true but not certain despite complex logical sequences and implications accepted in everyday life as fact as they play out a mystery. This ability will prove valuable both for research evaluation as well as attacking an argument because every assumption is put under the microscope</p>
<p>8. Devil’s Advocate The World Is Flat The Earth Is The Center Of The Universe</p>	<p>Try To Argue An Impossible Side Without Lying: This class tasks the students to be able to redefine traditional definitions and be very creative and very careful with their defense of a nearly one-sided matter</p>
<p>9. History’s Mysteries</p>	<p>See Semester A Class 9</p>
<p>10. Editing And Sharing Class</p>	
<p>11. Vacation City Vacation non-City</p>	<p>Students will research and write a proposal for where the class should go to for vacation. They will then present to the class. Every student will have a 1st, 2nd, and 3rd choice (20 points, 15 points, 8 points)</p>
<p>12. Crime & Conspiracy: Evaluate Evidence D.B. Cooper; Bermuda Triangle Escape from Alcatraz; J.F.K. Assassination</p>	<p>See Class 13 Semester A</p>
<p>13. Interview Decisions Class Multiple topics</p>	<p>Research for a specific goal is essentially about which questions to ask which source. Naturally, ancillary information frequently inspires good ideas, but this data is more time consuming to pursue. Students will compete to find information with limited questions and sources; only this evidence can be used in the following paper that will explain the topic background and advocate a course</p>
<p>14. Tell Don’t Show: Turn Literature Into Academics <i>Aesop’s Fables</i> Aesop; <i>The Giver</i> Lowry <i>Grimm’s Fairy Tales</i> Jacob and Wilhelm Grimm; <i>The Wreck of the Zephyr</i> Van Allsburg</p>	<p>Students will take a piece of literature and express the author’s meaning clearly and concisely, getting the point across explicitly. They will also expand their ability to interpret implicit meaning.</p>
<p>15. Sharing And Competition</p>	<p>Students Will Give Another Student A Devil’s Advocate Topic.</p> <p>Most Devastating Topic Most Creative Argument Best Paper Best Magician (Who Turned The Tables Or Used Negative Power For Positive)</p>

	Best Line Best Example Most Off-Topic Least Controversial Best Example
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