# Unit 2: Living in a Community

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Semester 1 & 2**
Length: **4**
Status: **Published**

## Standards

| | |
|---|---|
| L | Language |
| L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. |
| L.KL.11–12.2.A | 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. |
| L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. |
| L.VL.11–12.3.D | 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. |
| L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text. |
| L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. |
| R | Reading |
| RI.CR.11–12.1 | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| RI.CI.11–12.2 | Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. |
| RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| RI.TS.11–12.4 | Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI.PP.11–12.5 | Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. |
| RI.MF.11–12.6 | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |
| RI.AA.11–12.7 | Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. |
| RI.CT.11–12.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and |

| | |
|---|---|
| | background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. |
| W | Writing |
| W.AW.11–12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.AW.11–12.1.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. |
| W.AW.11–12.1.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. |
| W.AW.11–12.1.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. |
| W.AW.11–12.1.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. |
| W.AW.11–12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| W.IW.11–12.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.IW.11–12.2.A | 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. |
| W.IW.11–12.2.B | 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. |
| W.IW.11–12.2.C | 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. |
| W.IW.11–12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| W.IW.11–12.2.E | 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. |
| W.IW.11–12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5 | 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.SE.11–12.6 | 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). |
| SL | Speaking and Listening |
| SL.PE.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. |
| SL.PE.11–12.1.A | 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. |
| SL.PE.11–12.1.B | 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. |
| SL.PE.11–12.1.C | 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. |
| SL.PE.11–12.1.D | 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. |

## Enduring Understandings

Ethical systems are active structural engines designed to evaluate behavior; choices are rarely between simple good and obvious evil, but rather represent high-stakes conflicts between competing moral frameworks.

A fundamental split exists in ethics between auditing the mathematical consequence of an action (Utilitarianism) versus auditing the logical purity of the motive behind the action (Deontology).

Immanuel Kant's Categorical Imperative requires that any moral rule (maxim) must be free from self-contradiction when universalized, making logical exceptions for oneself impossible.

The "Social Contract" is an implicit systemic agreement where individuals trade specific natural liberties for civil protections; when these systems exploit, the contract is broken.

Modern technology, algorithms, Ai platforms, and automated policies are not morally neutral; they are codified moral choices that dictate how human lives are categorized, prioritized, and triaged.

## Additional Resources

Crash Course Philosophy: Episode 35 ("Kant & Categorical Imperatives"), Episode 36 ("Utilitarianism"), Episode 37 ("Hobbes & Contractarianism"), and Episode 38 ("Aristotle & Virtue Ethics")

Philosophize This! Podcast: Episode 59 ("Kant Pt. 4 - Categorical Trolley Cars")

BBC In Our Time Podcast: "Utilitarianism" and "The Social Contract"

TED Talks: Damon Horowitz ("We Need a Moral Operating System") and Jonathan Haidt ("The Moral Roots of Liberals and Conservatives")

RadioLab: "The Good Show" & "The Bad Show"

Immanuel Kant's "Groundwork of the Metaphysics of Morals" (Chapter 2 Case Studies)

John Stuart Mill's "Utilitarianism"

## Essential Questions

Are the needs of the individual or the needs of the community more important when allocating scarce systemic resources?

How does a motive-based moral framework (Deontology) challenge and expose the mathematical vulnerabilities of a consequence-based moral framework (Utilitarianism)?

What is the "Social Contract," and at what point is an individual morally justified in breaking or whistleblowing on a corrupt social framework?

How do we construct and test a moral maxim to verify that it does not contain a logical contradiction when universalized?

How should society code the decision-making rules of autonomous algorithms, self-driving vehicles, and AI medical and surgical advances?

## Knowledge and Skills

Deep conceptual mastery of the three primary pillars of Western normative ethics: Utilitarianism (Mill/Bentham), Deontology (Kant), and Virtue Ethics (Aristotle).

The foundational premises of Social Contract theory (Hobbes' state of nature, Locke's natural rights, and Rousseau's general will).

The logical execution rules of Kant's Categorical Imperative (Universality Test) and how to apply them to his four core case studies.

The mathematical and philosophical application of Bentham's "Hedonistic Calculus."

Evaluate and deconstruct complex modern technological crises (autonomous triage, biometric data surveillance, and algorithmic pricing) using explicit philosophical frameworks.

Analyze how historical ethicists use and contest domain-specific moral vocabulary over the course of a text or debate.

## Transfer Goals

Students will independently be able to identify the three major ethical systems and apply that structural frameworks to navigate complex moral dilemmas in contemporary technology, civil law, and local policy.

Students will independently be able to differentiate between intention and consequence in moral philosophy, using this analytical tool to deconstruct how different societies, institutions, and cultures define right and wrong.

Students will independently be able to examine the balance of power between individual liberties and systemic social controls, constructing logical, evidence-backed arguments regarding justice and social contracts.

## Assessments

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation

- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense
- Presentations
- Vocabulary Quizzes

## Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities

- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%

- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials

- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries
- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems

- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input