

# Unit 06: Looking for the Truth in Personal Experience

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

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TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
TECH.8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources

that are used for the design, creation and maintenance of a chosen product.

TECH.8.2.12.B.3

Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

TECH.8.2.12.B.5

Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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### Key Ideas and Details

LA.K-12.NJLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.K-12.NJLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

LA.K-12.NJLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJLSA.R5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.K-12.NJLSA.R6

Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

LA.K-12.NJLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.K-12.NJLSA.R9

Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.RI.11-12

### Reading Informational Text

LA.K-12.NJLSA.W

### Writing

LA.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.

LA.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.

### Text Types and Purposes

LA.K-12.NJLSA.W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.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.

LA.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).

LA.RI.11-12.5	Analyze and evaluate 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.
	Production and Distribution of Writing
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.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.
LA.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.
LA.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.
LA.W.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.
LA.W.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.
LA.W.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.
LA.W.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.
LA.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.)
LA.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.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

###### Unit Rationale

The purpose of this unit...

Humans tend to generalize their personal experiences as evidence of a larger "truth" without realizing that a personal experience is not universal and anecdotal "evidence" about personal experiences are not evidence. Students need to realize the limitations of personal experience as evidence. With the rise of VR and AR, photoshop and digital manipulation of video, visual experiences are no longer reliable as evidence.

#### Meaning

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#### Essential Questions

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##### Essential Questions

- Why are "weird" events so attractive to individuals?
- Why is it essential individuals have a system to evaluate "weird" events.

#### Enduring Understanding/Indicators of Understanding

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##### Enduring Understanding/Indicators of Understanding

- Personal Experience, while used for everyday experience, is less useful for understanding strange or new experiences.
- People can't always believe what they see/hear/feel because we are led astray by both social and cognitive factors
- To successfully navigate weird ideas, humans must have a critical approach which accommodates the weaknesses of personal context

## Acquisition (Student Learning Objectives)

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### Knowledge

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Knowledge

Students will know...

- Personal experiences are not reliable sources of information because our experiences are filtered by our expectations and biases.
- Our senses can be unreliable because:
  - One single measuring instrument can't measure everything.
  - Even concerning what it can measure, an instrument can't "cover" all possible values.
  - A measuring instrument has limited precision.
  - Even concerning what it can measure, in the right range, with the proper precision, an instrument must be in good working order

Our memories can be unreliable because:

- overconfidence in our own memories
- hindsight bias: our memories are active reconstructions
- hypnosis
- thinking errors
- subjective experiences/ selective focus in form memories

Testimonies can be unreliable because the person giving the testimony may be suffering from any of the sensory or memory issues.

### Skills

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Skills

Student will be skilled at ...

- judging personal and eyewitness testimony based on critical evaluation.
- crafting questions that address the major issues for unreliable sensory information.
- crafting questions that address the major issues of unreliable memories.
- crafting questions that address unreliable personal testimony.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

Primary sources- teacher made units based on the following texts

- How to think about weird Things- critical thinking for a new age. by Theodore Schick and Lewis Vaughn
- How to think like a Freak- the authors of Freakonomics offer to retrain your brain- Steven Levitt and Stephen Dubner
- Why People Believe Weird Things- Pseudoscience, superstition, and other confusions of our age- Michael Shermer
- A Candle in the Dark- Carl Sagan
- Skeptic magazine
- Skeptical Inquirer magazine

### **Formative Assessment Strategies**

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#### Formative Assessment Strategies

Students will be assessed by

- questions
- think-pair- share sessions
- fast five quizzes
- RACE paragraph
- mini oral review
- teacher/student conference
- Students created presentations

### **Learning Activities/Unit of Study**

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## Learning Activities/Unit of Study

Students will

- \* Read non-fiction works
- Find resources online
- pose questions
- find and evaluate resources
- apply elements of critical thinking to real-world situations
- evaluate the logic and accuracy of real-world situations
- create and deliver presentations supporting your analysis of a real-world situation

### **Modifications and/or Accommodations**

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#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

##### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

##### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.