

Seminar in Ideas

(2012-2013)]

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This I Believe

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
 (<https://www13.state.nj.us/NJCCCS/>)

Common Core Curriculum Standards for Math and English
 (<http://www.corestandards.org/>)

Reading:

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.

Writing:

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.

Speaking:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings: (Topical to this unit)

Students will understand that . . .

EU1
People perceive the world differently based on personal experiences, core values, geography, religion, culture, etc.

EU2
Beliefs are either changed or reinforced by experiences.

Essential Questions:

EU1
How do people form beliefs?
Are core values learned from experience or do they stem from moral upbringings?

EU2
How can beliefs change over the course of a person's life?

Knowledge:

Students will know . . .

- EU1
- Basic elements their own personal philosophy and the root of the foundation of their beliefs.
 - How different people have different beliefs, morals and ethics.
 - How culture, geography, religion and upbringing affect one's personal beliefs.

- EU2
- How others form and change beliefs.

Skills:

Students will be able to . . .

- EU1
- Recognize elements of basic principles of their own philosophy about life.
 - Identify where their beliefs originate.
 - Understand that different cultures, religions, upbringings, geography all affect one's own belief system.
- EU2
- Discover how others form and change beliefs, morals and ethics.

Stage 2 – Assessment Evidence

Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

In order to gain a basic understanding of how the students forms their own foundational philosophical belief system including morals, ethics, principles, etc., the students will explore their own belief system, as well as others around them. They will create belief statements with concrete support about how the beliefs were formed. They will share one with the class in the form of a presentation or speech. The presentation will be timed and have a handout and/or visual. The speech will be done in a large group setting.

Other Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will respond to various prompts that examine their own belief systems and other peoples' belief systems. (i.e. Do you believe that people are inherently good?)
- Students will create a belief book containing five concrete beliefs with evidence supporting what they believe and how it formed.
- Students will interview their peers outside of class to examine why others believe what they believe and report back to the class through blogging on the class's website.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements*

- Students will read This I Believe and respond to certain teacher prompted selections in journal. (A)
- Students will define the following words: moral, beliefs, ethics, values. (A)
- Students will respond to various prompts that examine their own belief systems and other peoples' belief systems. (i.e. Do you believe that people are inherently good?) (M)
- Students will interview their peers outside of class to examine why others believe what they believe and report back to the class through blogging on the class's website. (M)
- Students will create a belief book containing five concrete beliefs with evidence supporting what they believe and how it formed. The class will publish these belief statements in their own version of This I Believe. Students will share the belief books with other members of the class. The class will have the opportunity to ask questions to the individual authors either in writing or orally. (T)