

River Dell Regional School District Honors Medicine and Literature Curriculum

2017



**Mr. Patrick Fletcher
Superintendent
River Dell Regional Schools**

**Ms. Lorraine Brooks
Principal
River Dell High School**

**Mr. Richard Freedman
Principal
River Dell Middle School**

**Mr. William Feldman
Assistant Superintendent of
Curriculum and Instruction**

**Curriculum Committee
Mr. Brian Reich
Mr. William Feldman**

TABLE OF CONTENTS

Introduction	<u>Page 3</u>
Unit One: Dealing with Death	<u>Page 6</u>
Unit Two: Disease and Medical Interventions	<u>Page 13</u>
Unit Three: Mind versus Brain	<u>Page 19</u>
Unit Four: Environmental Impact on Health	<u>Page 25</u>

I. Synopsis

The course begins by exploring how different individuals, who know that their death is imminent, deal with it. Students gain access into both fictional and non-fictional characters' perception of life and death to be able to understand the conclusions the characters came to.

Students will then explore the health care industry's many facets. They will learn about how drugs are tested before they become available to the public and how pain management is a significant consideration in treatment. They will have the opportunity to walk in the footsteps of medical personnel to better understand the skills necessary to work in the industry and the pressures that these professionals experience.

Students will explore mental illness and the treatment of it. They will learn how mental illness can be misdiagnosed, that often there is a stigma attached to it, and how culture and gender can play a role in a diagnosis. Students will distinguish between the physiology of the brain and metaphysical boundaries of the mind as well as the biochemical environmental factors that contribute to mental illness.

Finally, students will explore the role of science in decision making and what science says about the state of our environment and the impact it has on the spread of disease. They will learn how individuals can make a difference and the type of decision making that can contribute to creating a healthy and sustainable environment.

II. Philosophy & Rationale

Disease and death are inevitable. We respond to this inevitability differently. Is there a better way to view life and death that will make our time on earth more meaningful? What is the state of our health care system regarding its ability to treat diseases, specifically; what kinds of treatment are available, what are the stressors that impact health care practitioners, and what are the moral, ethical, political and economic influences on health care decisions? Is mental illness treated as a disease or is there a stigma attached to those afflicted by it? Finally, is there a relationship between the health of our environment and our personal health? These are the questions that will be explored in this course through readings, film analysis, research, and class discussions

A. Reading Scaffolding

Based on research on reading from the past forty years, the River Dell Regional Schools English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better, when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

B. Writing Scaffolding

Writing instruction in the River Dell Regional Schools English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

C. Writing Resources

The *Purdue Online Writing Lab (OWL)* web site (<http://owl.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

Each writing assignment is supported with a clear writing expectation as represented in the sample writing rubric: *Carnegie Mellon Reflection Writing Rubric* <https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/reflectionpaper-cfa.pdf> and Turnitin Rubrics <http://turnitin.com/>

D. Learning Objectives

Teachers use The New Jersey Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. The comprehensive standards are available at <http://www.state.nj.us/education/cccs/2016/ela/>. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf>.

III. Scope & Sequence

There are four thematic based units (Units 1-4), 8-12 weeks in length

Unit 1: Coping with Death – 9 Weeks

Anchor text

- *Tuesday with Morrie* by Mitch Albom
- *Wit* – Play by Margaret Edson

Supplemental Resources

- *Whose Life Is It Anyway* – Film by John Badham
- *The Last Lecture* by Randy Pausch

Unit 2: Disease and Medical Interventions – 10 Weeks

Anchor Text

- *Better* by Atul Gawande

Supplemental Resources

- *Guinea Pig Doctors* by John Franklin and John Sutherland
- *Sicko* – Film by Michael Moore
- *Nurse* by Lee Gutkind

Unit 3: Mind versus Brain – 12 Weeks

Anchor Text

- *Girl Interrupted* by Susanna Kaysen
- *One Flew Over the Cuckoo’s Nest* by Ken Kesey

Supplemental Resources

- *Shutter Island* – Film by Martin Scorsese

- *The Man Who Mistook His Wife for a Hat* by Oliver Sachs
- *Awakenings* – Film by Penny Marshall
- *The Yellow Wall Paper* by Charlotte Perkins Gillman
- *Nurse* by Lee Gutkind

Unit 4: Environmental Impact on Health – 8 Weeks

Anchor Text

- *An Inconvenient Truth* by Al Gore

Supplemental Resources

- The Medieval Warm Period: Fact v. Fiction
- Global Warming is a Hoax by Lord Christopher Monckton
- The Earth is Alive and Running Out of Breath by Joan Price

Continuous Skill Sets that are taught throughout the school year in each unit:

Set 1: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Set 2: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Set 3: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

HONORS MEDICINE AND LITERATURE CURRICULUM

UNIT ONE: COPING WITH DEATH (9 Weeks)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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.

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).

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.

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.

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.

RI.11-12.10. Read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

- 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.
- 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.
- 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.
- 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.
- E.** Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

- 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.
- 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.
- 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.

- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational

works, including how two or more texts from the same period treat similar themes or topics”).

- B.** Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.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.

- 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.
- 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.
- 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.
- 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. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- C. 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.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

The subtle difference between life and death, which may be represented by a breath that ceases or a step across a narrow stream, is a mystery and any conclusions drawn about either life or death are based on perspective, not certainty.

ENDURING UNDERSTANDINGS

The way we face death is related to the way we face life. Our attitude is the basis of how we experience life and death.

ASSESSMENTS

- Literary Analysis
- Narrative Assessment
- Quizzes (written & oral)
- Oral Research Presentation on types of Cancer
- Film Prompts
- Oral discussion (Medical morals and ethics)
- Argumentative Essay – Compare and Contrast *Tuesdays with Morrie*, *Whose Life Is It Anyway*, and *Wit*

ESSENTIAL QUESTIONS

- What are different ways to respond to the inevitability of death?
- What shapes the way in which we respond to death?
- How can life's challenges be perceived?
- What are the indicators of a life well lived?
- How are dynamic tensions a driving force in human existence?
- In what ways are life and death two sides of the same coin?
- To what degree does one's perception of death align to the reality of death?
- What constitutes a life and a death?
- What are the differences between morals and ethics?
- Who holds the authority to make medical decisions related to terminating another's life?
- How do we justify terminating our own life?

LESSON OBJECTIVES

Students will be able to understand...

- that individuals deal with the inevitability of death differently;
- that the way we face death is related to the way we face life;
- that life's challenges can be viewed as opportunities that promote personal development;
- that passion, good parenting, being earnest, giving of oneself, overcoming challenges, and a relentless pursuit of happiness are indicators of a life well lived;
- that life can be viewed as a series of challenges between opposites;
- that dying is a part of life and living is a part of death;
- that our views of death change as our way of thinking about death changes;
- that a biological definition of life is different than life fully realized;
- that what we believe morally and how we act ethically can be two different things;
- that personal, medical, and legal views of euthanasia are often in conflict.

LEARNING ACTIVITIES

- Annotating text
- Character analysis
- Class discussions
- Oral reports
- Digital, textual, visual and experiential research

RESOURCES

Anchor Text

- *Tuesday with Morrie* by Mitch Albom
- *Wit* – Play by Margaret Edson

Supplemental Resources

- *Whose Life Is It Anyway* – Film by John Badham
- *The Last Lecture* by Randy Pausch

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

HONORS MEDICINE AND LITERATURE CURRICULUM

UNIT TWO: DISEASE AND MEDICAL INTERVENTIONS (10 Weeks)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

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.

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.

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).

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.

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.

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.

RI.11-12.10. Read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.)

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.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.

E. 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.

- F.** 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.
 - G.** 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.
 - H.** 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. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- B.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- C.** Observe hyphenation conventions.
 - D.** Spell correctly.
- L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- B.** Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- G. 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.
- H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- C. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- D. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

Medical treatments result from extensive research using both scientific method and trial and error, as well as traditional treatments used because they just plain work. This also leads to the development of drug therapies, medical equipment for diagnostic and treatment purposes, as well as other equipment and therapy that prevents physical injuries and other maladies. Whatever their tradition (Eastern, Western, Holistic, Wise Woman, Military), medical interventions can both help and/or harm, and the risks place great demands on healthcare professionals.

ENDURING UNDERSTANDINGS

Doctors rely on training, ingenuity, intelligence and character in order to treat patients. Having accepted the responsibility to treat patients, the big question is whether the treatment is working. Moreover, how does one encourage more healing than damage and how does one weigh effectiveness against profit? Medicine is a fundamentally human profession; therefore, it is forever questioned in terms of human failings, overall performance and blame which may lead to malpractice litigation. Overall, as Atul Gwande states, being a medical professional is about “doing right.”

ASSESSMENTS

- Group Oral presentations
- Research projects

- Quizzes
- Chapter responses
- Informative Essay

ESSENTIAL QUESTIONS

- What role does pain play in the types of medical interventions prescribed to patients?
- What is the value of chemical interventions to manage pain?
- How does medicine help and hurt?
- What is the difference between treating a symptom and treating a cause?
- What is a doctor's role in the execution of prisoners sentenced to death?
- What defines death?
- How does moral behavior differ from ethical behavior?
- What is the role of anesthesia in medicine?
- What is the role of the nurse?
- What skills are required of a nurse?
- Can critical thinking and compassion skills be taught?
- What impact does the stress of nursing have on their psychological well-being?
- How is medical research conducted?
- What is the value of being the subject in your own medical research?
- How has the insurance industry taken over healthcare?
- What effects of being a for-profit-industry have on the healthcare industry?

LESSON OBJECTIVES

Students will be able to understand...

- that medical treatment often involves the treatment of pain as the primary focus;
- the advantages and disadvantages of using drugs in manage pain;
- the specific dangers and benefits of drug therapies;
- that many treatments address the symptoms of the disease and not the cause;
- the doctor's differing responsibilities in capital punishment procedures;
- the different standards of determining a prisoner's death and how the standard is related to how an execution is carried out;
- that moral and ethical values do not always align;
- that anesthesia is necessary in medical treatment but has risks;
- that nurses provide the direct care to patients and have authority to make decisions independently;
- that nursing requires technical, interpersonal, and critical thinking skills;
- that non-technical skills are more difficult to teach and learn;
- that there are many factors that make nursing stressful which can impact a nurse's psychological well-being;
- the legal protocols that govern medical research;
- that observer bias exists and can affect how data from research is interpreted;
- how seatbelts prevent injury and the complex testing that led to seatbelt design;
- the role insurance companies play in determining medical treatment;

- how medical care and prevention can be secondary to profit in our current healthcare system

LEARNING ACTIVITIES

- Research
- Oral research presentations
- Class discussions

RESOURCES

Anchor Text

- *Better* by Atul Gwande

Supplemental Resources

- *Sicko* – Film by Michael Moore
- *Nurse* by Lee Gutkind
- *Guinea Pig Doctors* by John Franklin and John Sutherland

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

HONORS MEDICINE AND LITERATURE CURRICULUM

UNIT THREE: MIND VERSUS BRAIN (12 Weeks)

STATE STANDARDS

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

F. 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.

G. 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.

H. 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.

- I. 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.
- J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- F. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- C. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.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.

- I. 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.

- J. 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.
 - K. 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.
 - L. 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. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.11-12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- C. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- E. Observe hyphenation conventions.
 - F. Spell correctly.
- L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- C. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- I. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- J. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- K. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- F. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

The workings of the human brain (physical) are a great mystery. Though we know the physiology of the human brain, we still do not know the function of some of its parts. At the same time, the workings of the human mind (metaphysical) are largely unexplainable. Psychiatric diagnosis depends on a combination of doctors' knowledge of the physical makeup of the brain (right and left hemispheres) and the ethereal concepts regarding perceptions of the human mind. Many of these perceptions are open to interpretation, making the mind vs. brain dilemma an even greater mystery. Stigmas can be attached to mental illness, both commonplace and complex, that hinder the development of treatments as well as a patient's recovery.

ENDURING UNDERSTANDINGS

Human behavior is an expression of our thoughts and emotions, whether acquired by nature or exercised through nurture. These thoughts and emotions are influenced by variables that include the time and culture we live in, physiological changes, and psychological factors, injuries, and our ability to respond to all these factors.

ASSESSMENTS

- Writing responses to prompts related to selected reading materials and films
- Oral research reports
- Argumentative essay

- Narrative essays
- Quizzes
- Class discussion

ESSENTIAL QUESTIONS

- What are the criteria that define sanity?
- What are the criteria than define insanity?
- How does one prove one's sanity?
- How responsible are we for the state of our mental well-being or ill-being?
- To what extent has the diagnosis and treatment of mental illness improved over the last 50 years?
- To what extent have the labels associated with people with mental illness interfered with the advancement of treatment?
- What is the link between non-conformity and being labelled as mentally ill?
- To what extent does medication and or substance use contribute to suicidal ideation?
- What constitutes control over one's life?
- What is the difference between bravery and courage?
- What is the relationship between time and control?
- How does one's past influence one's present?
- How does gender identification shape one's behavior?
- To what extent is being brain dead the same or different than being dead?
- How can the Scientific Method yield inaccurate conclusions?
- What is post-partum depression?
- To what extent is blame attached to women who suffer from post-partum depression?
- What role does the endocrine system play in governing emotions?
- What physical changes occur through the maturation process?
- To what extent is childbirth viewed as a miracle?
- What is the responsibility of the support systems of a woman who is dealing with post-partum depression?
- What are the treatments for post-partum depression?
- What are the factors in cases of post-partum that resulted in the murder of a child?
- What are the consequences for the child whose parent experienced post-partum depression?

LESSON OBJECTIVES

Students will be able to understand...

- there is no clear definition of sanity
- progress has been slow in the treatment of mental illness
- that negative labels are often used to refer to people with mental illness which has slowed down progress in the treatment of mental illness

- people who act as individuals can be miss-labelled as mentally ill
- medication and substance use exacerbates suicidal ideation
- control of ones' schedule constitutes control over your life
- nonconformity can be an indicator of courage and bravery
- personal history tends to repeat itself
- ones' physical appearance can be incongruent to their identity
- the diagnosis of being brain dead is different than being dead
- applying the Scientific Method in the pursuit of truth can be a subjective process
- post -partum depression is a mental disorder that women can develop following childbirth
- women who suffer from post-partum depression can be perceived as inadequate
- there is a relationship between hormone excretion and emotion
- the endocrine system regulates the maturation process
- there are distinct physical changes that occur throughout the maturation process
- childbirth can be viewed in other ways than as a miracle
- support systems play a significant role in helping women who experience post-partum depression
- there are various treatment options available to women with post-partum depression
- indicators of post-partum depression, if heeded, could prevent a child from being murdered
- children's experiences of post-partum depression can result in their needs not being met

LEARNING ACTIVITIES

- Class discussions
- Writing assignments
- Film responses
- Oral reports on characters, themes, settings, and motifs
- Quizzes

RESOURCES

Anchor Text

- *Girl Interrupted* by Susanna Kaysen
- *One Flew Over the Cuckoo's Nest* by Ken Kesey

Supplemental Resources

- *Shutter Island* – Film by Martin Scorsese
- *The Man Who Mistook His Wife for a Hat* by Oliver Sachs
- *Awakenings* – Film by Penny Marshall
- *The Yellow Wall Paper* by Charlotte Perkins Gillman
- *Nurse* – Lee Gutkind

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

HONORS MEDICINE AND LITERATURE CURRICULUM

UNIT FOUR: ENVIRONMENTAL IMPACT ON HEALTH (8 Weeks)

STATE STANDARDS

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.

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.

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).

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.

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.

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.

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.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.)

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.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.

M. 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.

N. 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.

O. 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.

P. 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. **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

G. Observe hyphenation conventions.

H. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

D. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

M. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

N. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

O. 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.

P. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

G. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

H. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

Science is the basis for understanding nature. Though human society has advanced due to the application of scientific knowledge which has led to the improvement in the

quality of human life, there is also scientific knowledge today indicating that our advancements are threatening the environment and that, in turn, threatens us.

ENDURING UNDERSTANDINGS

Science seeks objective truth through experimentation and consensus building and has, therefore, become the basis for decision making. Our desire to continue down a familiar, convenient and unhealthy path will be overcome if those desires run counter to scientific evidence.

ASSESSMENTS

- Research project on the relationships between environmental degradation and diseases
- Quiz

ESSENTIAL QUESTIONS

- To what degree is the scientific view of environmental degradation believable?
- What is the value of the Scientific Method?
- What is the weight of Scientific Theory?
- Can data be used to shape personal perception?
- What is the relationship between environmental issues and health issues?
- How are economics, politics, and the environment interrelated?
- Does the science about changes in the environment warrant a call to action?
- Is the Earth's atmosphere as resilient as we would like it to be?
- What are the causes of global warming?
- Is climate change part of a natural cycle or is it the result of human activity?

LESSON OBJECTIVES

Students will be able to understand...

- that scientific evidence is based on objective testing, experimentation, and the sharing of evidence with colleagues;
- that the Scientific Method helps ensure objectivity;
- that a great deal of scrutiny and agreement need to occur within the scientific community for a hypothesis to become a theory;
- that data are objective measures that can influence perception;
- that outbreaks of diseases are linked to environmental degradation;
- that politics and economics influence the way we address environmental degradation;
- that individuals can do things to help the environment;
- that governments can do things to help the environment.

LEARNING ACTIVITIES

- Research on diseases linked to environmental degradation
- Class discussion
- Select Reading

- Oral presentations
- Film viewing – *An Inconvenient Truth* and *An Inconvenient Sequel: Truth to Power*

RESOURCES

Anchor Text

- *An Inconvenient Truth* by Al Gore

Supplemental Resources

The Medieval Warm Period: Fact v. Fiction

Global Warming is a Hoax by Lord Christopher Monckton

The Earth is Alive and Running Out of Breath by Joan Price

Film – *An Inconvenient Truth* by Al Gore

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study