



## Philosophy - Unit 3 - Aesthetics

### Unit Focus

Aesthetics is an exploration of how to define beauty in both art and the wider world. Each philosophical approach has its own interpretation of what is beautiful. Is that tree beautiful because of the fruit it bears, because of its classic symmetry, or because Charlie Brown chose it instead of those at the store? Beginning with the ancient Greek approach of creating criteria for evaluating beauty students will then extend their investigation of cultural perspectives worldwide. As a final challenge, students will find a way to recognize/portray something that's beautiful in ways that are unexpected.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER											
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            921846 Constructing Compelling Questions            921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul>	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.</p> <p>T3 Analyze how geography impacts people and people impact geography.</p>											
<p>921854 Determining Helpful Sources            921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul>	<p style="text-align: center;"><b>MEANING</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="840 858 1496 896">UNDERSTANDINGS</th> <th data-bbox="1496 858 2168 896">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="840 896 1496 957">U1 Standards of beauty are influenced by cultural and historical contexts</td> <td data-bbox="1496 896 2168 941">Q1 What is beauty?</td> </tr> <tr> <td data-bbox="840 957 1496 1018">U2 Philosophers don't value things based on opinion, but based on reasoned, logical ideas</td> <td data-bbox="1496 957 2168 1002">Q2 How do we objectively evaluate beauty?</td> </tr> <tr> <td></td> <td data-bbox="1496 1002 2168 1062">Q3 What makes something stay beautiful over time?</td> </tr> <tr> <td></td> <td data-bbox="1496 1062 2168 1181">Q4 Is there one standard ideal of beauty or is it culturally relative?</td> </tr> </tbody> </table>		UNDERSTANDINGS	ESSENTIAL QUESTIONS	U1 Standards of beauty are influenced by cultural and historical contexts	Q1 What is beauty?	U2 Philosophers don't value things based on opinion, but based on reasoned, logical ideas	Q2 How do we objectively evaluate beauty?		Q3 What makes something stay beautiful over time?		Q4 Is there one standard ideal of beauty or is it culturally relative?
UNDERSTANDINGS	ESSENTIAL QUESTIONS											
U1 Standards of beauty are influenced by cultural and historical contexts	Q1 What is beauty?											
U2 Philosophers don't value things based on opinion, but based on reasoned, logical ideas	Q2 How do we objectively evaluate beauty?											
	Q3 What makes something stay beautiful over time?											
	Q4 Is there one standard ideal of beauty or is it culturally relative?											
<p>921950 Dimension 3. Evaluating Sources &amp; USING EVIDENCE            921955 Developing Claims and Using Evidence            921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> <li>• D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul> <p>921959 Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION            921960 Communicating Conclusions            921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE</p>	<p style="text-align: center;"><b>ACQUISITION OF KNOWLEDGE AND SKILL</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="840 1217 1496 1256">KNOWLEDGE</th> <th data-bbox="1496 1217 2168 1256">SKILLS</th> </tr> </thead> <tbody> <tr> <td data-bbox="840 1256 1496 1396">K1 Various cultural approaches to appreciating aesthetics (Greek origins, Western, Eastern, African, contemporary, etc.)</td> <td data-bbox="1496 1256 2168 1396">S1 Identify the main characteristics of aesthetics in Classical Greeks Philosophy.  S2 Identify and Compare various cultural approaches to</td> </tr> </tbody> </table>		KNOWLEDGE	SKILLS	K1 Various cultural approaches to appreciating aesthetics (Greek origins, Western, Eastern, African, contemporary, etc.)	S1 Identify the main characteristics of aesthetics in Classical Greeks Philosophy.  S2 Identify and Compare various cultural approaches to						
KNOWLEDGE	SKILLS											
K1 Various cultural approaches to appreciating aesthetics (Greek origins, Western, Eastern, African, contemporary, etc.)	S1 Identify the main characteristics of aesthetics in Classical Greeks Philosophy.  S2 Identify and Compare various cultural approaches to											

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

*WRITING, VISUALIZING, AND SPEAKING TO...*

- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

*Collaboration/Communication*

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

K2 Gaining an understanding of the distinction between objective and subjective (or relativist) conclusions in aesthetics.

aesthetics.

S3 Respectfully sharing and debating conflicting approaches to aesthetics.