

**Randolph Township Schools
Randolph High School**

**Introduction to Philosophy - Honors
Curriculum**

“The unexamined life is not worth living.”

— *Socrates*

Humanities Department
Dr. Amelia Wright, Supervisor

Curriculum Committee
Michael Lonie
Peter Quinn

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**Randolph Township Schools
Department of Social Studies
World Religions**

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission Statement and Education Goals – District	3-4
Affirmative Action Compliance Statement	3
Educational Goals – District	4
Introduction	5
Curriculum Pacing Chart	6

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Social Studies
Introduction to Philosophy - Honors

Introduction

This honors level course is a semester elective designed by the Department of Social Studies. As an honors course, Introduction to Philosophy Honors is open to all students grades 9-12 who have demonstrated an ability to think, write, and perform at a level consistent with honors courses in the core sequence. Philosophy invites students from all backgrounds to investigate this social science and participate in a rigorous and enriching learning experience. Critical thinking skills include the ability to challenge common assumptions by formulating questions, to identify and weigh valid and relevant evidence, and to reach reasonable conclusions. Students in Philosophy will be guided toward self-directed inquiry about their own questions regarding society and continued evaluation of their found conclusions. Students will learn to differentiate the principles, concepts, methods, and applications regarding such issues as reasoning, logic, religion, psychology, and politics. Students will begin to formulate their own personal philosophies regarding topics such as epistemology and metaphysics. They will begin to question the world around them through the application of philosophies that attempt to answer questions regarding human nature, the relationship of the mind and body, and whether or not there is an enduring self. They will use case studies to analyze freedom in existing models of government through the application of theories such as the social contract, and will apply concepts of justice, such as the just war theory, to relevant examples.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Introduction to Philosophy - Honors

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	The Philosophical Mindset
5 weeks	II	Epistemology
4 weeks	III	Metaphysics
5 weeks	IV	Applied Philosophy

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
UNIT I: The Philosophical Mindset

TRANSFER: Analyze the purpose of questioning personal beliefs and assumptions, while beginning to develop and examine one's personal philosophy.		
STANDARDS / GOALS: NJSLS Social Studies: 6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. 6.1.12.B.15.a - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crisis. 6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Philosophy, which literally means the love of wisdom, begins with wonder about our most basic beliefs, and its goal is to help humans by encouraging them to reason and think through issues.	<ul style="list-style-type: none"> What is the purpose of philosophy?
	The main fields of philosophy are epistemology, metaphysics, ethics, and various applied philosophies, such as political philosophy.	<ul style="list-style-type: none"> What is the distinction between having a philosophy and doing philosophy?
	Socrates is usually considered the father of Western philosophy, and was put to death for persistently examining the unquestioned assumptions of his fellow Athenians.	<ul style="list-style-type: none"> Why is examination challenged by many within society?
	Philosophy can help satisfy actualizing needs by helping us develop our own opinions and beliefs, increasing our self-awareness, equipping us to deal with uncertainty, eliciting creativity, and aiding us in clearly conceptualizing our value systems.	<ul style="list-style-type: none"> How can challenging one's beliefs lead to greater self-knowledge?
	KNOWLEDGE	SKILLS
	Students will know: Philosophy is the pursuit of wisdom about what it means to be a human being, what the fundamental nature of God and	Students will be able to: Identify what is meant by the concept of philosophy, and analyze several of the questions

<p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key</p>	<p>reality is, what the sources and limits of our knowledge are, and what is good and right in our lives and in our societies.</p> <p>The goal of philosophy is autonomy, or the freedom of being able to decide for yourself what you will believe in by using your own reasoning abilities.</p> <p>The Myth (Allegory) of the Cave is one of the best-known passages in <i>The Republic</i>, a work of Greek philosopher Plato. The Myth describes the philosopher’s climb from the dark cave of philosophical ignorance up into the light of philosophical wisdom.</p> <p>Socrates is usually considered the father of Western philosophy, and his views were preserved by his disciple Plato in his dialogues, including <i>Euthyphro</i>, <i>The Republic</i>, <i>The Apology</i>, and <i>Crito</i>.</p> <p><i>Euthyphro</i> shows Socrates questioning traditional religious beliefs; <i>The Republic</i> shows Socrates inquiring into the meaning of justice; <i>The Apology</i> shows Socrates at his trial explaining his lifelong commitment to philosophy; <i>Crito</i> shows Socrates awaiting death and questioning his own beliefs about the authority of the state.</p> <p>Epistemology deals with questions of knowledge (including the structure, extent, and kinds of knowledge); truth, validity, logic, and a variety of linguistic concerns.</p> <p>Metaphysics addresses questions of reality (including the meaning and nature of being); the nature of mind, self, and human freedom; and some topics that overlap with</p>	<p>it helps to answer through a series of classroom discussions.</p> <p>Assess the goals of doing philosophy after closely listening to classroom instruction on the topic.</p> <p>Evaluate the meaning of the Myth of the Cave after a close reading, analysis, and dramatic simulation of the text.</p> <p>Explain in writing the importance of Socrates to the development of Western philosophy.</p> <p>Analyze the meaning of the major works of Socrates after carefully reading and analysis of <i>Euthyphro</i>, <i>The Republic</i>, <i>The Apologu</i>, and <i>Crito</i>.</p> <p>Discuss what is meant by the term epistemology through a classroom discussion and analysis of several questions within the field.</p> <p>Explain the role of metaphysics in helping humans to answer questions about reality by</p>
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<p>sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>religion, such as the existence of God, the destiny of the universe, and the immortality of the soul.</p> <p>Ethics is the study of our values and moral principles, and how they relate to human conduct and to our social and political institutions.</p> <p>People view things from different points of view and different assumptions. Their personal experiences, critical background, and training may vary widely. This is especially true of people at different times and in different places.</p> <p>Almost all philosophers have used methods of analysis and have sought to clarify the meaning of terms and the use of language.</p> <p>In studying philosophy, we risk having the weaknesses of our personal and cultural beliefs and assumptions exposed.</p> <p>Because philosophy has had many "male tendencies", it is especially important for women to philosophize now.</p> <p>VOCABULARY & KEY TERMS: Philosophy, autonomy, epistemology, logic, metaphysics, immortality, soul, determinism, law, karma, ethics, values, egoism, pre-Socratics, virtue, Socrates, Plato</p>	<p>listening to classroom instruction.</p> <p>Create one's own ethical framework and moral principles in a classroom writing activity.</p> <p>Assess how an individual's perspective affects his or her worldview through a peer discussion.</p> <p>Explain various methods of analysis used by philosophies in order to reach a higher state of wisdom.</p> <p>Evaluate how philosophy can potentially expose weaknesses in one's personal and cultural beliefs and assumptions during classroom discussion and organized Socratic seminars.</p> <p>Assess the role of women in modern philosophy through a collaborative research activity.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Developing a personal philosophy surrounding various key philosophical questions, and challenge classmates' philosophies through application of the Socratic method. 		

- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the introduction to the study of philosophy.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate the various dialogues of Socrates.
- Students will collaborate with one another to identify key questions in the history of philosophy.
- Students will research how philosophical questions have been answered over time.
- Students will create their own personal philosophies surrounding philosophical questions.
- Students will practice and employ the Socratic method in order to challenge their philosophy, and the philosophies of their classmates.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
UNIT I: The Philosophical Mindset

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	What is Philosophy? Early Western Philosophy: Socrates and Plato The Traditional Divisions of Philosophy The Value of Philosophy	Manuel Velasquez, <i>Philosophy: A Text With Readings</i> (2011) Madsen Pirie, <i>101 Great Philosophers: Makers of Modern Thought</i> (2009) Bertrand Russell, <i>The History of Western Philosophy</i> (1972) Steven D. Hales & Scott C. Lowe, <i>Delight in Thinking: An Introduction to Philosophy Reader</i> (2007) <i>Blackwell Readings in Philosophy</i> <i>Stanford Encyclopedia of Philosophy</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
Unit II: Epistemology

TRANSFER: Trace the development of how knowledge is acquired across time and place, and apply various theories of epistemology to real world events.		
STANDARDS / GOALS: NJSLS Social Studies: 6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. 6.1.12.B.15.a - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crisis.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Epistemology deals with the nature, origin, and scope of knowledge, however the fundamental question of defining knowledge remains unsolved.	<ul style="list-style-type: none"> Why is knowledge a problem?
	Rationalism asserts that we are born with innate ideas that precede any experience.	<ul style="list-style-type: none"> Is reason the source of our knowledge?
	Empiricism asserts that all knowledge is based on sensory perception and is <i>a posteriori</i> .	<ul style="list-style-type: none"> Can the senses account for all our knowledge?
	Scientific theories must be accurate, consistent with other widely accepted theories, capable of explaining phenomena, and fruitful insofar as they generate new research.	<ul style="list-style-type: none"> Does science give us knowledge?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:

<p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence,</p>	<p>Empiricism is the understanding that we know what we have found out from our senses.</p> <p>Rationalism stresses reasoning or thought as the central factor in knowledge.</p> <p>Rene Descartes was a rationalist concerned with discovering something that he could hold as true beyond any doubt, and concluded that no one could doubt that a human is a thinking being, that a thinking thing exists, that God exists, and that the world exists.</p> <p>John Locke held that objects have primary qualities that are distinct from our perception of them, such as size, shape, and weight, and he also believed that they have secondary qualities that we impose on them such as color, smell, and texture.</p> <p>Locke further posited that we know the objective world through sensory experience, which is a copy of reality and which gives us our ideas of reality.</p> <p>According to George Berkeley's subjectivism, we know only our own ideas. Carried to an extreme, this position can become solipsism, the position that only I exist and everything else is a creation of my subjective consciousness.</p> <p>David Hume argued that all knowledge originates in sensory impressions, and distinguished between two forms of perceptions: impressions and ideas.</p>	<p>Analyze what is meant by the term empiricism through a close reading of various texts on the subject.</p> <p>Compare and contrast in writing the concept of rationalism.</p> <p>Evaluate the importance of Rene Descartes and his philosophy to the field of epistemology through a series of classroom discussions on the topic.</p> <p>Explain what is meant by John Locke's theory of primary and secondary qualities after closely listening to classroom instruction on the topic.</p> <p>Compare and contrast the beliefs of John Locke with the beliefs of Rene Descartes in a peer discussion.</p> <p>Apply in writing George Berkeley's concept of subjectivism and the idea of solipsism to one's own personal philosophy.</p> <p>Explain David Hume's perspective surrounding the origination of knowledge after reading, highlighting, and annotating a text on the subject.</p>
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<p>acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Immanuel Kant's transcendental idealism distinguishes between our experience of things (phenomena) and things as they are in themselves (noumena).</p> <p>Kant claimed that the mind possesses the ability to organize its sensations and posit relationships among them by arranging these sensations into the world we perceive.</p> <p>Inductionism is the view that all science is based on the process of sensory observation, generalization, and repeated confirmation.</p> <p>The hypothetical method view says that science is also based on the creative formulation of hypotheses whose predictions are then tested and used to guide research.</p> <p>Thomas Kuhn argued that scientific theories are those that are widely accepted by a community of scientifics.</p> <p>The various sources of knowledge may be seen as complementary and not antagonistic attempts to discover truth.</p> <p>VOCABULARY & KEY TERMS: Valid, rationalism, empiricism, transcendental idealism, personal memory, <i>a priori</i>, perception, skepticism, innate ideas, cause, validity, <i>a posteriori</i>, primary qualities, sense data, secondary</p>	<p>Determine the implications of Immanuel Kant's transcendental idealism on the field of epistemology through a classroom discussion.</p> <p>Explain how Kant believed that human beings build knowledge.</p> <p>Analyze how inductionism attempts to use observation to explain science in a classroom writing assignment.</p> <p>Evaluate how the hypothetical method attempts to lead to the formation of knowledge within the sciences during a classroom discussion on the topic.</p> <p>Assess Thomas Kuhn's argument of scientific theories after listening to classroom instruction on the subject.</p> <p>Explain in writing how the various theories of knowledge acquisition can be used in conjunction with one another.</p>
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	qualities, subjective, solipsism, causality, phenomenism, constructivism, inductive reasoning, deductive reasoning, hypotehsis, subjectivism	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Applying various theories of epistemology to significant events throughout their lives.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of epistemology.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will listen to classroom instruction on the various theories of epistemology and knowledge acquisition.
- Students will read, highlight, and annotate various source documents from theorists such as Descartes, Locke, and Kant on knowledge acquisition.
- Students will take part in classroom discussions in which they critique and question various theories.
- Students will choose events in their own lives, and will apply various theories of knowledge acquisition.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
Unit II: Epistemology

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Acquiring Reliable Knowledge: Reason and the Senses The Place of Memory Descartes: Doubt and Reason Innate Ideas Locke and Empiricism Berkeley and Subjectivism Hume and Skepticism Kant and the Knowing Mind Romantic Philosophies Constructivist Theories Science and Knowledge	Manuel Velasquez, <i>Philosophy: A Text With Readings</i> (2011) Madsen Pirie, <i>101 Great Philosophers: Makers of Modern Thought</i> (2009) Bertrand Russell, <i>The History of Western Philosophy</i> (1972) Steven D. Hales & Scott C. Lowe, <i>Delight in Thinking: An Introduction to Philosophy Reader</i> (2007) <i>Blackwell Readings in Philosophy</i> <i>Stanford Encyclopedia of Philosophy</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
Unit III: Metaphysics

TRANSFER: Students will determine what they believe to be essential truths about existence, reality, and human nature, based on research of specific philosophers and their works.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.15.a - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and</p>	Metaphysics as a field within philosophy examines the nature of being, existence, reality, and how these concepts are created and function.	<ul style="list-style-type: none"> ● What is the meaning of life?
	The idea of human nature, or simply what a human is, forms a foundational question of metaphysics, and has led to exploration of concepts such as the “self” and the “mind.”	<ul style="list-style-type: none"> ● What makes humans human? ● Who are we?
	Philosophers have spent a great deal of energy in explaining and defining reality, often coming into conflict with existing ideas, doctrines, and experiences.	<ul style="list-style-type: none"> ● What is real? ● Does free will truly exist?
	Religion both explains and creates irresistible uncertainties by focusing on belief and experience, and often in a God that created and is present in our reality.	<ul style="list-style-type: none"> ● Does God exist? ● How does religious belief arise?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Philosophers and thinkers throughout history have</p>	<p>Students will be able to:</p> <p>Verbally recount personal experiences with the nature of</p>

<p>times of crisis.</p> <p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text</p>	<p>grappled with the idea of what it means to be human, and what our highest calling and purpose is as a species, if anything.</p> <p>Most philosophers agree that there is something essential about human existence – the mind, the soul, the self, or simply inputs and behaviors.</p> <p>Our identities and selves are influenced by a variety of factors – culture, power systems, and relationships – yet some thinkers believe that humans ultimately have full self-sufficiency, if they desire it.</p> <p>The concept of reality, or what is real, can be said to have a materialistic or matter-based approach, an idealistic or non-matter approach, and a pragmatic or consequence-based approach.</p> <p>Logical positivism and antirealism are reactions to traditional views of reality, holding that reality cannot be truly understood, or it can only be understood in the context of how it is viewed and perceived.</p> <p>As a marriage of the studies of human nature and reality, phenomenology and existentialism focus on how humans experience reality directly and subjectively, rather than objectively.</p> <p>The question of human freedom is one of the oldest in the field of metaphysics, and deals with whether human actions are completely determined by prior events, or fully open to choice and an unknown future.</p>	<p>existence, and compare them to those studied in history, literature, and philosophical texts.</p> <p>Read and describe each of the main approaches to understanding the human “essence,” and advocate for one that most appeals to their personal thought.</p> <p>Understand the myriad ways humans define themselves and others and provide examples of this in modern-day life.</p> <p>Choose one of the philosophical approaches to explaining reality, and mount criticism of it based on other competing approaches.</p> <p>Generate a question or conundrum that reflects the conflict between logical positivism and/or antirealism and other major theories covered in the unit thus far.</p> <p>Read and connect the works of literature and philosophy written by existentialists to the problems of recent history or modern-day society.</p> <p>Argue for or against the concept of autonomy and free will, using examples from popular culture or history.</p>
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<p>leaves matters uncertain.</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Philosophers have long debated the nature of time, including the suppositions that only the present moment exists, subjective time does (or does not) exist, and that time is a personal mental construct.</p> <p>Religion typically refers to a belief in God that is institutionalized in a religious body. Arguments for a theistic God include the ontological argument, cosmological argument, and the design-based argument.</p> <p>Critics and skeptics of religion include those who do not have or are unsure of faith in God, mystical and radical theological thinkers, Eastern religious views, and feminist critics of patriarchal religious systems.</p> <p>VOCABULARY & KEY TERMS: human nature, rational, Judeo-Christian, evolution, existentialism, feminism, dualism, materialism, idealism, behaviorism, functionalism, self, autonomy, reality, pragmatism, logical positivism, antirealism, phenomenology, freedom, time, God, religion, skepticism</p>	<p>Describe the differences in approach that philosophers and scientists have taken to the question of time over the centuries of thought on the subject.</p> <p>Discuss the value and/or risks of teaching and discussing religion, and profile the major theological arguments used to determine the existence of a theistic God.</p> <p>Debate the role of faith in human existence, including the personal, political, professional, and public realms, listening to feedback and alternate viewpoints.</p>
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Developing a personal philosophy based on the topics studied in metaphysics, including the nature of humanity, existence, reality, and religion/belief in a theistic God.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of metaphysics, including quizzes, debates, discussions, readings, etc.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate works and excerpts from various philosophers on the study of metaphysics.
- Students will collaborate with one another to identify key questions in the nature of existence.
- Students will create their own personal philosophies surrounding philosophical questions raised in the study of metaphysics.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
Unit III: Metaphysics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Introduction to Metaphysics and Ontology</p> <p>Human Nature</p> <p>Historical and Philosophical views</p> <p>Mind, Self, and Soul</p> <p>Identity and Independence</p> <p>Reality</p> <p>Traditional Approaches</p> <p>Nontraditional and Postmodern Approaches</p> <p>Autonomy and Free Will</p> <p>Religion and God</p> <p>Definitions and Theism</p> <p>Traditional Religious Belief and Experience</p> <p>Nontraditional Religious Belief and Experience</p>	<p>Manuel Velasquez, <i>Philosophy: A Text With Readings</i> (2011)</p> <p>Madsen Pirie, <i>101 Great Philosophers: Makers of Modern Thought</i> (2009)</p> <p>Bertrand Russell, <i>The History of Western Philosophy</i> (1972)</p> <p>S teven D. Hales & Scott C. Lowe, <i>Delight in Thinking: An Introduction to Philosophy Reader</i> (2007)</p> <p><i>Blackwell Readings in Philosophy</i></p> <p><i>Stanford Encyclopedia of Philosophy</i></p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
UNIT IV: Applied Philosophy

TRANSFER: Trace the development of the state, and analyze how philosophies regarding justice and politics have evolved across time and place.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS Social Studies:</p> <p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.15.a - Evaluate the</p>	<p>Social philosophy is the philosophical study of society and its problems and the application of moral principles to these problems including human rights, justice, and freedom.</p>	<ul style="list-style-type: none"> ● What is justice?
	<p>Political philosophy is the subdivision of social philosophy that focuses on the proper role of the state or government in society.</p>	<ul style="list-style-type: none"> ● What makes a government legitimate?
	<p>Logic is the study of the methods and principles used to distinguish correct reasoning from incorrect reasoning, and its main task is investigating the laws of natural thought.</p>	<ul style="list-style-type: none"> ● What is the purpose of an argument?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Many today accept a contractual justification for the power and authority of the state—that is, the state acquires its legitimacy through the consent of the governed.</p>	<p>Students will be able to:</p> <p>Apply the concept of contractual justification for the power and authority of the state to several modern examples of governments.</p>

<p>effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crisis.</p> <p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in</p>	<p>Contract theory has its roots in the thought of Thomas Hobbes, John Locke, and Jean Jacques Rousseau.</p> <p>Contract theory was revived in the twentieth century by John Rawls, who argues that the social contract is an imaginary device for determining what a just society and government would be like.</p> <p>Contract theory has been criticized by communitarians, who argue that it ignores that social nature of human beings, and by feminists, who argue that it assumes a nonsensical division between the private realm of the family, to which women are relegated, and the public realm of politics and economics, in which men participate.</p> <p>Distributive justice refers to the fairness with which a community distributes benefits and burdens among its members; the principle of formal justice says that equals should be treated equally.</p> <p>The classical Greek view of justice, as expressed by Plato and Aristotle, associates justice with merit.</p> <p>Egalitarians argue either for strict equality or for equality of political rights and economic opportunities.</p> <p>The socialist principle of justice is summarized in Karl Marx’s slogan: “From each according to his ability, to each according to his need”.</p>	<p>Trace the origins of contract theory to its modern role in political philosophy through a series of classroom discussions on the topic.</p> <p>Evaluate the changes made by John Rawls to modern contract theory through an analysis of texts on the subject.</p> <p>Compare and contrast the ways in which communitarians and feminists criticize modern contract theory after carefully listening to classroom instruction on the subject.</p> <p>Explain the concepts of distributive and formative justice through a writing activity.</p> <p>Compare the classical Greek view of justice with various modern approaches to justice in a classroom discussion.</p> <p>Analyze in writing the egalitarian approach to justice.</p> <p>Evaluate the importance of Karl Marx to the formation of modern socialist views of justice through a close reading of texts on the topic.</p>
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<p>different countries</p> <p>NJSLS- ELA Companion Standards:</p> <p>RH.11-12. - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>Several British philosophers of the eighteenth and nineteenth centuries, among them John Stuart Mill, associate justice with social utility, which raises the problem of balancing individual rights and interests with the common good.</p> <p>Thomas Aquinas distinguished among divine (eternal), natural, and human law. He argued that the laws of the state must be consistent with divine and natural law, and that citizens have no obligation to obey a human law when it violates divine or natural law and, thus is unjust.</p> <p>The laws of the state must be consistent with the right to freedom. The right to freedom, such as is enumerated in the Bill of Rights, provides guarantees against state interference.</p> <p>Human rights are classified into negative and positive rights. Although everyone agrees that the laws of the state must be changed when they conflict with human rights, some hold that the state need only enforce people’s negative rights, whereas others hold that governments must also provide for people’s positive rights.</p> <p>Political realism says that morality does not apply to war, whereas pacifism says that war is immoral.</p> <p>Just war theory says that war is evil but is morally justified if it meets both the <i>jus ad bellum</i> conditions (legitimate authority, just cause, right intention, last resort, real and certain danger, reasonable probability of success, proportional end) and the <i>jus in bello</i> conditions</p>	<p>Explain why and how early utilitarian philosophies led to problems of balancing individual rights with the common good through a series of discussion.</p> <p>Distinguish between Aquinas’ conceptions of divine, natural, and human law, and apply them to various modern case studies.</p> <p>Assess in writing how the Bill of Rights guarantees against state interference with individual freedom.</p> <p>Compare and contrast negative and positive rights, and assess the government’s role in providing for each in modern society after closely listening to classroom instruction on the topic.</p> <p>Distinguish between the concepts of political realism and pacifism in terms of theories of war.</p> <p>Analyze the concept of just war theory through the study of several case examples with peers in the classroom.</p>
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<p>RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non- textual evidence.</p> <p>WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>(proportional means and noncombatant immunity).</p> <p>Logic is the science of the correctness or incorrectness of reasoning, or the study of the evaluation of arguments.</p> <p>An argument is a collection of statements or propositions, some of which are intended to provide support or evidence in favor of one of the others.</p> <p>Premises are those statements or propositions in arguments that are intended to provide the support or evidence, and the conclusion is that statement or proposition for which the premises are intended to provide support.</p> <p>By definition, an argument is deductively valid if and only if the form of the argument makes it impossible for the conclusion to be false if the premises are true.</p> <p>An argument is factually correct if and only if all its premises are true, and is sound if and only if it is both deductively valid and factually correct.</p> <p>VOCABULARY & KEY TERMS: Logic, argument, statement, proposition, premise, conclusion, deductive validity, correct, sound, social philosophy, political philosophy, contract theory, Natural Moral Laws, General Will, social contract, consent of the governed, communitarianism, public sphere, private sphere, justice, distributive justice, restorative justice, inequality, equality, egalitarianism, utilitarianism, Marxism, welfare liberalism, anarchy, state, utopia, terrorism, logos, eternal law, natural law, human law, right, duty, political realism,</p>	<p>Explain the importance of logic to argumentation through classroom discussion.</p> <p>Analyze in writing the purpose of an argument.</p> <p>Identify various components within an internal argument, including the premises and conclusion, through the analysis of existing arguments with peers.</p> <p>Analyze various arguments in order to determine whether those arguments are deductively valid.</p> <p>Apply principles of logic to various sample arguments in order to assess the arguments for soundness.</p>
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	pacifism, just war theory, <i>jus ad bellum</i> , <i>jus in bello</i>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Developing a personal philosophy based on a definition of justice, as well as how the individual should relate to the state, and challenging the philosophies of other classmates through the use of techniques such as the Socratic method.
- Analyzing various written and oral arguments to both identify key structural components and evaluate deductive validity.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of applied philosophy, including quizzes, debates, discussions, readings, etc.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read, highlight, and annotate various specific examples of political philosophies.
- Students will debate competing notions of justice offered by different philosophers.
- Students will apply theories of the state to modern case studies.
- Students will collaborate with one another to analyze existing models of arguments, and to build logically sound arguments of their own.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Philosophy - Honors
Unit IV: Applied Philosophy

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Introduction to Logic Social Philosophy Concepts of Justice Political Philosophy	Manuel Velasquez, <i>Philosophy: A Text With Readings</i> (2011) Madsen Pirie, <i>101 Great Philosophers: Makers of Modern Thought</i> (2009) Bertrand Russell, <i>The History of Western Philosophy</i> (1972) Steven D. Hales & Scott C. Lowe, <i>Delight in Thinking: An Introduction to Philosophy Reader</i> (2007) <i>Blackwell Readings in Philosophy</i> <i>Stanford Encyclopedia of Philosophy</i>

