



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Philosophy Curriculum

Course Description: A challenging elective course that examines the foundations of logic, ethics and epistemology in the classical tradition. Primary sources from the classical world, particularly Greece, constitute the main emphasis of reading and discussion along with significant works by modern authors. A high degree of competence and confidence in reading and writing is encouraged.

Scope and Sequence:

| Timeframe | Unit | Instructional Topics |
|-----------|----------------------------|--|
| 2 Weeks | Introduction to Philosophy | Topic 1: Background Topic 2: Tools |
| 3 Weeks | Ethics | Topic 1: Normative Topic 2: Non-Normative Topic 3: |
| 4 Weeks | Politics | Topic 1: Classical Topic 2: Modern |
| 2 Weeks | Epistemology | Topic 1: Classical Topic 2: Modern |
| 4 Weeks | Metaphysics | Topic 1: Pro Topic 2: Con Topic 3: Metaphysics |
| 3 Weeks | Meaning of Life | Topic 1: Conclusion |

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Teaching Tolerance Standards
- Updated to align with Missouri Learning Standards

Unit 1: Introduction to Philosophy

Subject: Philosophy

Grade: 10-12

Name of Unit: Introduction to Philosophy

Length of Unit: 2 Weeks

Overview of Unit: The purpose of this unit is to identify and explain the knowable and provable conceptual components of human reason and logic. These categorical imperatives will be examined thematically.

Priority Standards for unit:

- Processes of scientific inquiry (such as formulating and testing hypotheses) (Show-Me-Standards- Science.7)

Supporting Standards for unit:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to 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.
- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.A. Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|--|------------------------------------|-----------------------|
| authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence | Evaluate | Evaluate | 4 |
| of scientific inquiry (such as hypotheses) | Processes | Analyze | 3 |

Essential Questions:

1. Why and how is Philosophy defined, studied and organized?
2. How do Philosophers think, reason, argue and agree?
3. How did Philosophy originate and develop?

Enduring Understanding/Big Ideas:

1. Philosophy is the rational study of human thought and action.
2. The methods of deductive and inductive reasoning form the parameters of Philosophical inquiry.
3. Beginning in Greek Ionia, the Hellenic thinkers who lived from 700BC-300AD defined the model still used by Philosophers today.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|--|
| <ul style="list-style-type: none"> ● Ethics ● Logic ● Politics | <ul style="list-style-type: none"> ● Deductive ● Epistemology ● Inductive ● Metaphysics ● Socratic Reasoning ● Syllogism ● Truth Tables |

Resources for Vocabulary Development: Quality Tools

Topic 1: Background

Engaging Experience 1

Title: Socratic Reasoning Questions

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Processes of scientific inquiry (such as formulating and testing hypotheses) (Show-Me-Standards- Science.7)

Supporting:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: This activity is based on the historical foundations of Western philosophical inquiry. Using established constructs and concepts, the instructor will provide a working model of Socratic reasoning. This will include a starter question with at least four stem questions which further articulate and explain the original concept. Example-What is democracy?

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Tools

Engaging Experience 1

Title: Syllogism

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Processes of scientific inquiry (such as formulating and testing hypotheses)
(Show-Me-Standards- Science.7)

Supporting:

- 11-12.SL.1.B Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, stance, and evidence in order to 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.
- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.A. Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

Detailed Description/Instructions: The instructor will identify and explain how to use syllogisms to better understand Aristotelian logic and its applications. This will include a major premise, minor premise and conclusion. An example of a syllogism is: Leonidas is a Spartan; All Spartans are Greek; Therefore, Leonidas is Greek.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 3: Friday Meditations

Engaging Experience 1

Title: Friday Journal Meditations

Suggested Length of Time: Throughout the Semester, Each Friday as it is appropriate

Standards Addressed

Priority:

- Compare and contrast the major ideas and beliefs of different cultures
- Draw evidence from literary or informational texts to support analysis, reflection, and research

Supporting:

- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.3.A. Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

Detailed Description/Instructions: The Meditations are the intimate journals of the Roman Emperor and Stoic Philosopher Marcus Aurelius Antoninus. The thoughts are divided into twelve books that were written at different times and places in the last two years of his life, as he was dying of cancer. They deal with multiple facets of the human experience. Students maintain a handwritten journal that responds to the Emperor's thoughts, analyzing in depth two of his writings each week. These form the basis of class discussion on Fridays throughout the semester. Below is what you can provide to students regarding this assignment:

One of the highlights of the course for most students is a chance to read and interact with the mind of the Roman Emperor Marcus Aurelius Antoninus. Aurelius was trained in the Stoic school of philosophy, and many of his works and letters survive. This volume contains his private journal; he never meant them to be read by anyone else. According to tradition, his daughter Lucilla had them published.

Reading Schedule: We will read one book of Marcus for each week that we do not have a major exam from this point on. We will discuss a book on each Friday, which becomes "Marcus Day" for us.

Journal: You will need to keep a separate journal to comment and reflect on Marcus' writing. If you keep your journal electronically, I will want a printed copy in a folder when they are submitted. For each book of the Meditations (there are 12) you will choose TWO meditations to discuss. DO NOT simply summarize his statements. You will need to comment on what he has said, analyze it, and reflect on your own life experiences. Try to choose meditations that have a connection to your own life or experience. Feel free to ramble, digress, gripe, emote- anything he makes you feel like writing. Although we will discuss these in class, your written comments are private, and will not be read by anyone but me.

How long do they need to be? Well, if you have to ask, you aren't in the spirit of the reading. However, I think a hand-written page each is sort of a bare minimum. You are being graded on your willingness to comment and examine; a cursory and shallow paragraph will profit you little.

Our discussions will focus on meditations chosen by small groups to discuss, then I will pick any I think need to be examined that we have missed. On rare occasions, this discussion might carry over to Monday morning.

Enjoy. This book has meant a great deal for many students; if I had to keep one book with me all the time, this would be the one.

Bloom's Levels: Create

Webb's DOK:

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Parking Lot

The class will take a field trip to the parking lot. Students will choose an anonymous car of a student they do not know. Students will describe the traits, characteristics, and personality of the driver based only on the empirical evidence afforded to them by the vehicle. Creativity is encouraged.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|--------------------|------------------------------------|--|---|
| Background | Socratic Reasoning Questions | This activity is based on the historical foundations of Western philosophical inquiry. Using established constructs and concepts, the instructor will provide a working model of Socratic reasoning. This will include a starter question with at least four stem questions which further articulate and explain the original concept. Example-What is democracy? | 1 Day |
| Tools | Syllogism | The instructor will identify and explain how to use syllogisms to better understand Aristotelian logic and its applications. This will include a major premise, minor premise and conclusion. An example of a syllogism is: Leonidas is a Spartan; All Spartans are Greek; Therefore, Leonidas is Greek. | 1 Day |
| Friday Meditations | Friday Journal Meditations Closure | The Meditations are the intimate journals of the Roman Emperor and Stoic Philosopher Marcus Aurelius Antoninus. The thoughts are divided into twelve books that were written at different times and places in the last two years of his life, as he was dying of cancer. They deal with multiple facets of the human experience. Students maintain a handwritten journal that responds to the Emperor's thoughts, analyzing in depth two of his writings each week. These form the basis of class discussion on Fridays throughout the semester. | Throughout the Semester, Each Friday as it is appropriate |

Unit 2: Ethics

Subject: Ethics

Grade: 10-12

Name of Unit: Ethics

Length of Unit: 3 Weeks

Overview of Unit: The purpose of this unit is to identify and explain the conceptual components of man’s ethical foundations. These concepts will be analyzed thematically through the published works of Aristotle, Kant, and Saint Augustine.

Priority Standards for unit:

- 9-12.GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting Standards for unit:

- 11-12.RI.3.B. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK |
|---|--|----------------------------|---------------|
| the consequences that can occur when | Predict | Apply | 3 |
| how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects | Analyze | Analyze | 4 |
| the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs | Describe | Understand | 3 |

| | | | |
|---|-------------|------------|---|
| the major ideas and beliefs of different cultures | Compare | Understand | 3 |
| the major ideas and beliefs of different cultures | Contrast | Understand | 3 |
| between fact and opinion and analyze sources to recognize bias and points of view | Distinguish | Analyze | 3 |

Essential Questions:

1. How is the validity of human conduct evaluated, understood and judged?
2. How is duty understood in relationship to ethical Philosophy?
3. What are the counter-arguments to normative ethics as a model for human behavior?

Enduring Understanding/Big Ideas:

1. Aristotle’s Golden Mean, Kant’s Categorical Imperative, Utilitarianism, Stoicism
2. Categorical and normative ethics as defined by Greek Rationalism and the ideas of Christianity and the Enlightenment.
3. Utilitarianism, Epicureanism and the work of Nietzsche attack the validity of normative ethical judgment and propose counter arguments based on collective and individual will respectively.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|--|--|
| <ul style="list-style-type: none"> ● Destiny ● Evil ● Fate ● Free will ● Reason ● Soul ● Virtue | <ul style="list-style-type: none"> ● Categorical And Moral Imperative ● Disordered Love ● Golden Mean ● Good Will ● Hypothetical ● Instrumental ● Intrinsic ● Manichean Dualism ● Stoicism ● Teleological ● Ubermensch ● Will To Power |

Resources for Vocabulary Development: Quality Tools

Topic 1: Normative

Engaging Experience 1

Title: Categorical Imperative Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting:

- 11-12.RI.3.B. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Detailed Description/Instructions: Having completed reading and discussion questions over chapter 4, students will formulate a position statement they believe to be ethically categorical, and defend this statement using the Categorical Imperative and its three formulations. Students will then apply this statement to two real-world scenarios and defend the action they would take in that circumstance.

Bloom’s Levels: Create

Webb’s DOK: 3

Topic 2: Non-Normative

Engaging Experience 1

Title: The Pleasure Pain Calculus

Suggested Length of Time: 1 day prep, 1 day class time

Standards Addressed

Priority:

- 9-12.GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.

Supporting:

- 11-12.RI.3.B. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will be given several examples of real-world situations where Bentham's utilitarian procedure could be used to determine choice or action. Having read Chapter 5 and preparing discussion questions and Cornell notes, students will apply that knowledge to the task of creating their own real-world choice. This should ideally be done in groups of 3-5 to encourage discussion and collaboration. Students will write their dilemma on the board, and work through the Pleasure pain calculus, fielding questions from the whole class.

The teacher could consider having students collaborate electronically or extend the discussion beyond the class through the use of the learning management systems.

Bloom's Levels: Evaluate, Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Solve ethical dilemma

Students will be grouped in 3s or 4s depending on class size. Four ethical problems will be placed in a hat, and each group will draw one. The group will make a poster (or infographic) that compares normative and non-normative analysis of the problem, using key textual concepts from the major authors in the unit (Aristotle, Epictetus, Kant, Bentham, Mill, and Nietzsche). Students will present their solutions and the nature of the ethical conflict, and the class can question the groups about their conclusions. This could also be set up as a Socratic Seminar with the groups being questioned by the instructor.

Rubric for Engaging Scenario:

- 5: Both intellectual models are given equal weight and applied objectively. Poster is easy to understand and arguments are clear and concise. Solution follows logically from the criteria of each ethical model. All group members help present and field questions. Individual members show ability to explain the intellectual process of the argument.
- 4: Both intellectual models are correctly used, though both may not be equally or objectively applied in all cases. Poster should be clear and understandable, though some ambiguities may exist. All group members help present and field questions, though individual members may show different levels of understanding.
- 3: Both intellectual models are presented but not equally or objectively. Poster may be partially completed or difficult to follow or interpret. Group members participate in various degrees of engagement and may show lack of understanding.
- 2: Both models are poorly presented or show little connection to the text or class discussion. Poster difficult to understand or contains erroneous material. Group members show lack of basic understanding.
- 1: Poster has only tangential relationship to main themes. Arguments are not in line with the principles as stated in the text. Group is unprepared.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---------------|---------------------------------|---|---------------------------------|
| Normative | Categorical Imperative Activity | Having completed reading and discussion questions over chapter 4, students will formulate a position statement they believe to be ethically categorical, and defend this statement using the Categorical Imperative and its three formulations. Students will then apply this statement to two real-world scenarios and defend the action they would take in that circumstance. | 1 Day |
| Non-Normative | The Pleasure Pain Calculus | <p>Students will be given several examples of real-world situations where Bentham’s utilitarian procedure could be used to determine choice or action. Having read Chapter 5 and preparing discussion questions and Cornell notes, students will apply that knowledge to the task of creating their own real-world choice. This should ideally be done in groups of 3-5 to encourage discussion and collaboration. Students will write their dilemma on the board, and work through the Pleasure pain calculus, fielding questions from the whole class.</p> <p>The teacher could consider having students collaborate electronically or extend the discussion beyond the class through the use of the learning management systems.</p> | 1 day prep, 1 day class time |

Unit 3: Politics

Subject: Philosophy

Grade: 10-12

Name of Unit: Politics

Length of Unit: 4 Weeks

Overview of Unit: The purpose of this unit is to identify and explain man's attempts to establish moral consensus and conformity within Western culture. These concepts will be examined thematically through the published works of Hobbes, Locke, Aquinas and others.

Priority Standards for unit:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 9-12.GV.1.CC.B Explain connections among historical context and peoples' perspectives at the time.
- 9-12.GV.3.CC.C Trace significant changes in the role, powers, and size of the three branches of government over time.
- 9-12.GV.2.GS.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
- 9-12.GV.4.GS.B Explain a citizen's legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.
- 9-12.GV.3.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|--|------------------------------------|-----------------------|
| the major ideas and beliefs of different cultures | Compare | Understand | 3 |
| the major ideas and beliefs of different cultures | Contrast | Understand | 3 |
| between fact and opinion and analyze sources to recognize bias and points of view | Distinguish | Analyze | 3 |
| the relevance and the connection of constitutional principles in the following documents | Explain | Evaluate | 4 |
| the changing roles of government; philosophy, limits, duties | Assess | Evaluate | 3 |
| governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact | Compare | Understand | 3 |
| governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact | Contrast | Understand | 3 |
| the civic responsibilities of individual citizens | Determine | Understand | 2 |
| the following in the context of the historical period being studied | Apply | Apply | 3 |
| the structure of government and the purposes of laws (with | Describe | Apply | 3 |

| | | | |
|---|-----------|------------|---|
| emphasis on the federal and state governments) in general | | | |
| the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem | Assess | Evaluate | 4 |
| of scientific inquiry (such as formulating and testing hypotheses | Processes | Understand | 2 |

Essential Questions:

1. Why do humans accept authority over their lives and actions?
2. How did governments originate?
3. How would a perfect or ideal state be governed, and could it be realized?

Enduring Understanding/Big Ideas:

1. The Social Contract as envisioned by Hobbes, Locke and Rawls
2. Ideas concerning the state of nature as expressed in the European Enlightenment
3. Ideal states as proposed by Plato and Marx; The Republic and Communism.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|--|
| <ul style="list-style-type: none"> ● Absolutism ● Aristocracy ● Democracy ● Despotism ● Equality | <ul style="list-style-type: none"> ● Bourgeoisie ● Civic Virtue ● Divine Reason ● Epochs ● Moral Sanction ● Natural Law ● Perpetual Equilibrium ● Philosopher King ● Plutocracy ● Proletariat ● Timocracy |

Resources for Vocabulary Development: Quality Tools

Topic 1: Classical

Engaging Experience 1

Title: Plato's and Aristotle's Modern Nation States

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- 9-12.GV.3.CC.C Trace significant changes in the role, powers, and size of the three branches of government over time.
- 9-12.GV.1.CC.B Explain connections among historical context and peoples' perspectives at the time.
- 9-12.GV.3.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Detailed Description/Instructions: The students will evaluate and classify modern nation states according to the norms and standards of Aristotle and Plato. For example: How would Aristotle and Plato characterize modern Russia according to classical interpretation? Students will then pair up or work in groups to discuss what they came up with and come to a consensus of what the group will present to the class.

Bloom's Levels: Understand, Analyze, Evaluate, Apply

Webb's DOK: 3, 4

Topic 2: Modern

Engaging Experience 1

Title: Declaration of Independence

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.GV.1.CC.B Explain connections among historical context and peoples' perspectives at the time.
- 9-12.GV.2.GS.B Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purpose and legacy of the Declaration of Independence.
- 9-12.GV.3.CC.C Trace significant changes in the role, powers, and size of the three branches of government over time.
- 9-12.GV.3.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text, including where the text leaves matters uncertain.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Using specific numbered phrases from the Declaration of Independence, prepared by the instructor, the students will identify and analyze the formative philosophical inspiration for each phrase choosing from the following Enlightenment philosophers: Locke, Hobbes, Aquinas, Rousseau and Montesquieu. The teacher can consider utilizing a GoogleDoc to project to the course where each student or group has landed.

Bloom's Levels: Understand, Evaluate

Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Ideal State

Students will design a nation state complete with a map and geophysical characteristics that have a bearing on the formulation of government. Students should use the resources available to them (i.e. Internet, library, classmates). The final product is an outline of the criteria. Students will then present to the class their *Ideal State*.

The state must include but is not limited to the following:

- A functioning economy
- Some type of technological development
- A constitution
- Rules for citizenship
- An educational system
- A legal system to deal with dissent, discontent and the maintenance of social order

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|--------------|--|--|---------------------------------|
| Classical | Plato's and Aristotle's Modern Nation States | The students will evaluate and classify modern nation states according to the norms and standards of Aristotle and Plato. For example: How would Aristotle and Plato characterize modern Russia according to classical interpretation? Students will then pair up or work in groups to discuss what they came up with and come to a consensus of what the group will present to the class. | 1 Day |
| Modern | Declaration of Independence | Using specific numbered phrases from the Declaration of Independence, prepared by the instructor, the students will identify and analyze the formative philosophical inspiration for each phrase choosing from the following Enlightenment philosophers: Locke, Hobbes, Aquinas, Rousseau and Montesquieu. The teacher can consider utilizing a GoogleDoc to project to the course where each student or group has landed. | 1 Day |

Unit 4: Epistemology

Subject: Philosophy

Grade: 10-12

Name of Unit: Epistemology

Length of Unit: 2 Weeks

Overview of Unit: The purpose of this unit is to identify and explain differing perspectives on the nature of knowledge and how knowledge is possible. These views will be discussed thematically by examining the views of Kant, Hume, Plato and others.

Priority Standards for unit:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting Standards for unit:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK |
|--|--|-------------------------------|---------------|
| the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs | Describe | Understand | 3 |
| the major ideas and beliefs of different cultures | Compare | Understand | 3 |
| the major ideas and beliefs of different cultures | Contrast | Understand | 3 |
| between fact and opinion and analyze sources to recognize bias and points of view | Distinguish | Analyze | 3 |

| | | | |
|---|----------|----------|---|
| authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence | Evaluate | Evaluate | 3 |
|---|----------|----------|---|

Essential Questions:

1. How do humans learn, and how is that knowledge verifiable?
2. Why does reason validate knowledge?
3. Does the pragmatic human experience contradict the conclusions of pure abstractionism?
4. How is knowledge expressed linguistically, and does language pro forma limit human knowledge?

Enduring Understanding/Big Ideas:

1. Models of human knowledge, particularly those of Plato and Kant.
2. Hume's radical Empiricism challenges the existence of any true knowledge, but Kant's answer in "Critique of Pure Reason" reasserts and redefines basic Platonic models.
3. James's Pragmatism, based on 18th century Scottish models, and attempts to redefine the limits of human knowledge within a structure based on practical and evolving relationships between people and their environment.
4. 20th century philosophers tried to use language as the limiting factor of philosophical inquiry with mixed results.

Unit Vocabulary:

| ● Academic Cross-Curricular Words | Content/Domain Specific |
|---|--|
| <ul style="list-style-type: none"> ● Allegory ● Imagining ● Intuition ● Pragmatism ● Reality | <ul style="list-style-type: none"> ● A Priori ● Allegory Of The Cave ● Cogito Ergo Sum ● Critical Idealism ● Ding An Sich ● Divided Line ● Essential Forms ● Intelligible World ● Intuitive Synthesis ● Methodic Doubt |

Resources for Vocabulary Development: Quality Tools

Topic 1: Classical

Engaging Experience 1

Title: What is a Chair?

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting:

- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: This is a large group discussion. The students must ponder the nature of Plato’s concept of essential forms as they seek to understand the true nature of a chair. Each student must consider if it is possible to understand all chairs if they understand the nature of one chair.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 3

Engaging Experience 2

Title: The Cave

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: Students will read Plato’s Allegory of the Cave individually. Students will then participate in a short discussion regarding the reading. Each student will then recreate the physical structure of the cave in collaborative groups. Consider having students use a computer to develop this recreation. Groups will explain how this allegory explains Plato’s belief in true reality.; **Bloom’s Levels:** Evaluate; **Webb’s DOK:** 3

Topic 2: Modern

Engaging Experience 1

Title: Limits of Knowledge

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting:

- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Detailed Description/Instructions: In this sensory awareness exercise, the students will demonstrate their understanding of the difference between impressions and ideas with regards to David Humes views on the limits of knowledge. Each student will record fifteen sensory impressions (hear the roar of traffic) and then document a corresponding idea (Indy 500) based on the original sensory impression. The instructor will lead the class in a discussion of what students came up with and help them make the connection to Humes.

Bloom's Levels: Understand, Analyze

Webb's DOK: 3

Engaging Experience 2

Title: A Priori Coinage

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- 9-12.GV.1.PC.B Examine the origins and impact of social structures and stratification on societies and relationships between peoples and governments.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Supporting:

- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Detailed Description/Instructions: The teacher will ask the question: What three American coins add up to twenty-five cents?

The students will understand the importance of Kant’s notion of “a priori” abstract knowledge as opposed to the empiricist who believe that all knowledge is a product of experience. The teacher will demonstrate that there are alternative solutions to the standard two dimes and a nickel response by showing, if possible, or by explaining that a twenty-cent piece along with a three cent and two cent piece would work as well.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Kant vs. Hume Philosophical Chairs

This philosophical chairs activity will correspond with two opposing views regarding how knowledge is possible. Kant believed that our minds acted as active filters and Hume believed that our minds were passive sponges. Further explanation: Kant believes that our mind impacts our perceptions by giving them shape and meaning whereas Hume believed that perceived objects impact our mind representing the limits of our ability to know.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-----------|---------------------------|--|--------------------------|
| Classical | What is a Chair? | This is a large group discussion. The students must ponder the nature of Plato's concept of essential forms as they seek to understand the true nature of a chair. Each student must consider if it is possible to understand all chairs if they understand the nature of one chair. | 45 Minutes |
| Classical | The Cave | Students will read Plato's Allegory of the Cave individually. Students will then participate in a short discussion regarding the reading. Each student will then recreate the physical structure of the cave in collaborative groups. Consider having students use a computer to develop this recreation. Groups will explain how this allegory explains Plato's belief in true reality. | 1 Day |
| Modern | Limits of Knowledge | In this sensory awareness exercise, the students will demonstrate their understanding of the difference between impressions and ideas with regards to David Humes views on the limits of knowledge. Each student will record fifteen sensory impressions (hear the roar of traffic) and then document a corresponding idea (Indy 500) based on the original sensory impression. The instructor will lead the class in a discussion of what students came up with and help them make the connection to Humes. | 1 Day |
| Modern | A Priori Coinage | The teacher will ask the question, what three American coins add up to twenty-five cents? The students will understand the importance of Kant's notion of "a priori" abstract knowledge as opposed to the empiricist who believe that all knowledge is a product of experience. The teacher | 45 Minutes |

| | | | |
|--|--|---|--|
| | | will demonstrate that there are alternative solutions to the standard two dimes and a nickel response by showing, if possible, or by explaining that a twenty-cent piece along with a three cent and two cent piece would work as well. | |
|--|--|---|--|

Unit 5: Metaphysics

Subject: Philosophy

Grade: 10-12

Name of Unit: Metaphysics

Length of Unit: 4 Weeks

Overview of Unit: The purpose of this unit is to identify and explain different theories on the origin of our knowledge, existence and belief systems. These views will be discussed thematically by examining the published works Kierkegaard, Sartre, Aquinas and others.

Priority Standards for unit:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting Standards for unit:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|--|------------------------------------|-----------------------|
| the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs | Describe | Apply | 3 |
| the major ideas and beliefs of different cultures | Compare | Understand | 3 |
| the major ideas and beliefs of different cultures | Contrast | Understand | 3 |
| between fact and opinion and analyze sources to recognize bias and points of view | Distinguish | Understand | 2 |
| information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible | Synthesize | Create | 4 |
| evidence from literary or informational texts to support analysis, reflection, and research | Draw | Analyze | 3 |

Essential Questions:

1. Why do humans believe, and is that belief reasonable?
2. How is religious inquiry limited by the parameters of philosophical inquiry; when does philosophy become theology?
3. How do we know what is?
4. How do we understand our humanity?
5. How does modern science illuminate philosophical inquiry?

Enduring Understanding/Big Ideas:

1. Many thinkers have struggled with the question of divinity, but in the end are limited by the parameters of ontological and empirical knowledge.
2. That which is reasonable is possible; that which is difficult to refute is likely. However, any attempt to go into the DETAILS of belief, things taken on faith, is Theology, not Philosophy.
3. Metaphysical knowledge is defined cosmologically, and incorporates knowledge from Psychology, Physics and Astronomy.
4. Philosophers have operated historically within a model, first established by the Greeks, that human mind and human body are separate substantially. Modern philosophers such as Ryle and Searle have offered strong critiques of this model.
5. Interdisciplinary writers such as Searle and Freud have tried to reconcile human experience with modern biological and psychological concepts.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|--|
| <ul style="list-style-type: none">● Analogy● Divine● Illusion● Proof● Subjectivity● Theology | <ul style="list-style-type: none">● Agnosticism● Atomic Facts● Deism● Efficient Cause● Intelligent Design● Metaphysics● Ontological● Prime Mover● Theism |

Resources for Vocabulary Development: Quality Tools

Topic 1: Pro

Engaging Experience 1

Title: Paley's Watch: Is Intelligent Design Proof of a Creator?

Suggested Length of Time: 2 Days preparatory, 1 Day in class

Standards Addressed

Priority:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Detailed Description/Instructions: Philosophical chairs activity. Students will have read William Paley and David Hume in Chapter 22. Students will be asked to choose either the Intelligent Design argument or Hume's notion that order in creation is an illusion. Each group will then prepare a 3-5 minute argument in support of their position. After the opening statements, students will be given a chance to change chairs. Each student will then take five minutes to prepare two questions for the other group to answer or respond to and will be allowed to answer one objection raised by the other side. After each student has finished, students will be allowed to change positions if they have been so moved. Students will then debrief the debate in writing, analyzing the strengths and weaknesses of the arguments presented and defending a conclusion that represents their individual resolution of the question.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric: Standard AVID rubric for Philosophical Chairs

Topic 2: Con

Engaging Experience 1

Title: The Agnostic Argument: Freud, Hume and Russell

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Detailed Description/Instructions: Top 5 and Defend is a discussion/presentation model taught and used extensively in AP Social Studies courses. Students will be assigned to groups to analyze the arguments of Hume, Freud and Russell, each of whom offer an agnostic argument but with significantly different reasoning and support. Students will create a list of the five most important arguments made by each author IN ORDER OF IMPORTANCE. Students will post the list on the board, then when all groups have posted, each will explain the arguments of each author and defend the order of importance that each argument was assigned. The instructor and other students can offer commentary, counter argument or support with each list. The lists will then be used to generate a thesis statement for an exam essay on these three authors.

Bloom's Levels: Evaluate

Webb's DOK: 3

Rubric: AP Top 10 rubric (modified for 5 responses)

Topic 3: Metaphysics

Engaging Experience 1

Title: Blowing Convention Apart; Modern Cosmological Thought

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting:

- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Detailed Description/Instructions: This activity uses as its basis the BBC film “Parallel Universes”, an examination of current metaphysical and cosmological theories such as supergravity, string theory and membrane theory through the work and presentation of major figures in modern physics. Students will have read Aristotle and Democritus for the Classical, and Eddington for the Modern, as background for the development of cosmological thought. The activity requires students to analyze the three major theories presented in the film and connect them to the classical theorist whose ideas they are in concert with. This can be done through a traditional in class writing activity, a test essay or a structured discussion such as a Socratic Seminar. The main objective is to see cosmology as a developmental and building process.

Bloom’s Levels: Understand

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Is belief in God reasonable?

This prompt will be used by students to create a formal, thesis driven essay as a performance event on a scheduled examination. Students will be allowed to prepare their argument in advance of the writing event but will not be allowed to use support materials to assist in the actual production of the essay. The essay will take a position about the intellectual validity of the possibility of belief, not the correctness of any particular belief system. The best essays will use extensive reference to the text and class discussions.

Rubric for Engaging Scenario: AP World Comparative Essay 9 pt. Rubric

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|-------|---|---|---------------------------------------|
| Pro | Paley’s Watch: Is Intelligent Design Proof of a Creator? | Philosophical Chairs activity. Students will have read William Paley and David Hume in Chapter 22. Students will be asked to choose either the Intelligent Design argument or Hume’s notion that order in creation is an illusion. Each group will then prepare a 3-5-minute argument in support of their position. After the opening statements, students will be given a chance to change chairs. Each student will then take five minutes to prepare two questions for the other group to answer or respond to and will be allowed to answer one objection raised by the other side. After each student has finished, students will be allowed to change positions if they have been so moved. Students will then debrief the debate in writing, analyzing the strengths and weaknesses of the arguments presented and defending a conclusion that represents their individual resolution of the question. | 2 Days preparatory, 1 Day in class |
| Con | The Agnostic Argument: Freud, Hume and Russell | Top 5 and Defend is a discussion/presentation model taught and used extensively in AP Social Studies courses. Students will be assigned to groups to analyze the arguments of Hume, Freud and Russell, each of whom offer an agnostic argument but with significantly different reasoning and support. Students will create a list of the five most important arguments made by each author IN ORDER OF IMPORTANCE . Students will post the list on the board, then when all groups have posted, each will explain the arguments of | 1 Day |

| | | | |
|-------------|---|---|--------|
| | | <p>each author and defend the order of importance that each argument was assigned. The instructor and other students can offer commentary, counter argument or support with each list. The lists will then be used to generate a thesis statement for an exam essay on these three authors.</p> | |
| Metaphysics | Blowing Convention Apart; Modern Cosmological Thought | <p>This activity uses as its basis the BBC film “Parallel Universes”, an examination of current metaphysical and cosmological theories such as supergravity, string theory and membrane theory through the work and presentation of major figures in modern physics. Students will have read Aristotle and Democritus for the Classical, and Eddington for the Modern, as background for the development of cosmological thought. The activity requires students to analyze the three major theories presented in the film and connect them to the classical theorist whose ideas they are in concert with. This can be done through a traditional in class writing activity, a test essay or a structured discussion such as a Socratic Seminar. The main objective is to see cosmology as a developmental and building process.</p> | 2 Days |

Unit 6: Meaning of Life

Subject: Philosophy

Grade: 10-12

Name of Unit: Meaning of Life

Length of Unit: 3 Weeks

Overview of Unit: The purpose of this unit is to provide a culminating, summative opportunity for the student to write a final paper which stresses their personal philosophy with an emphasis on the ideas and arguments presented in this class.

Priority Standards for unit:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting Standards for unit:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK |
|---|--|----------------------------|---------------|
| the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs | Describe | Understand | 3 |
| the major ideas and beliefs of different cultures | Compare | Understand | 3 |
| the major ideas and beliefs of different cultures | Contrast | Understand | 3 |

| | | | |
|---|-------------|----------|---|
| between fact and opinion and analyze sources to recognize bias and points of view | Distinguish | Analyze | 4 |
| a research plan and identify appropriate resources for investigating social studies topics | Develop | Create | 4 |
| evidence from literary or informational texts to support analysis, reflection, and research | Draw | Evaluate | 3 |

Essential Questions:

1. Why do we believe we have free will? Can this concept be proven?
2. How does philosophy attempt to provide meaning for human existence?
3. How are human essential and existential selves related to the concept of meaning in human life?

Enduring Understanding/Big Ideas:

1. Human free will, though not absolute, is generally accepted as a fact of psychology. This will, however, is subject to conditioning and behavioral influences.
2. Though some modern philosophers believe the question is too unscientific, the aim of philosophy since Socrates has been to provide the foundation of a well lived life.
3. The central question of philosophical meaning depends on the primacy of either essential or existential self, as envisioned by Kierkegaard and Sartre.

Unit Vocabulary:

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| <ul style="list-style-type: none"> ● Destiny ● Ethics ● Existence ● Necessity ● Role Of The Will ● Universe | <ul style="list-style-type: none"> ● Aesthetics ● Consciousness ● Contingency ● Cosmological ● Existentialism ● Leap Of Faith |

Resources for Vocabulary Development: Quality Tools

Topic 1: Conclusion

Engaging Experience 1

Title: Friday Journal Meditations Closure

Suggested Length of Time: Throughout the Semester, Each Friday as it is appropriate

Standards Addressed

Priority:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Detailed Description/Instructions: The teacher will bring closure to the meditations through reflecting on individual growth throughout the semester in a manner that best fits their class.

This is closure to Topic 3 from Unit 1. The Meditations are the intimate journals of the Roman Emperor and Stoic Philosopher Marcus Aurelius Antoninus. The thoughts are divided into twelve books that were written at different times and places in the last two years of his life, as he was dying of cancer. They deal with multiple facets of the human experience. Students maintain a handwritten journal that responds to the Emperor’s thoughts, analyzing in depth two of his writings each week. These form the basis of class discussion on Fridays throughout the semester. Below is what you can provide to students regarding this assignment:

One of the highlights of the course for most students is a chance to read and interact with the mind of the Roman Emperor Marcus Aurelius Antoninus. Aurelius was trained in the Stoic school of philosophy, and many of his works and letters survive. This volume contains his private journal; he never meant them to be read by anyone else. According to tradition, his daughter Lucilla had them published.

Reading Schedule: We will read one book of Marcus for each week that we do not have a major exam from this point on. We will discuss a book on each Friday, which becomes “Marcus Day” for us.

Journal: You will need to keep a separate journal to comment and reflect on Marcus’ writing. If you keep your journal electronically, I will want a printed copy in a folder when they are submitted. For each book of the Meditations (there are 12) you will choose TWO meditations to discuss. DO NOT simply summarize his statements. You will need to comment on what he has said, analyze it, and reflect on your own life experiences. Try to choose meditations that have a connection to your own life or experience. Feel free to ramble, digress, gripe, emote- anything

he makes you feel like writing. Although we will discuss these in class, your written comments are private, and will not be read by anyone but me.

How long do they need to be? Well, if you have to ask, you aren't in the spirit of the reading. However, I think a hand-written page each is sort of a bare minimum. You are being graded on your willingness to comment and examine; a cursory and shallow paragraph will profit you little.

Our discussions will focus on meditations chosen by small groups to discuss, then I will pick any I think need to be examined that we have missed. On rare occasions, this discussion might carry over to Monday morning.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Citizen Kane

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 9-12.GV.4.PC.A Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Universally considered by academic critics as the most important film ever made, Orson Welles' "Citizen Kane" brings together almost every major theme studied in the course of Philosophy in one artistic work. Using Richard Rorty's argument that the contingencies of self and community are often best understood through art, students will write a critical review of the film from the philosophical point of view. How well does the film explain the human condition? Does it promote a particular ethical, metaphysical or existential viewpoint? Students will post their reviews on the district's online community portal, and then comment on at least two reviews by classmates.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3

Board Approved: May 12, 2016

Board Approved with Revisions: May 10, 2018

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Personal Philosophy Paper. “Philosophy Paper- Instructions

The teacher may provide the following as directions to students:

Your book is divided into a series of questions. I would like you to choose six of these questions to answer. For each question, I expect a short review of the major theories we have read, an analysis of strengths and weaknesses of these points, and finally, your conclusion about this subject. You may write in any person or style you are comfortable with but keep the material appropriate and scholarly.

Try to be brief in your discussions about the theories; a short recap is best. The meat of each section should be your analysis and conclusion. You may believe that one writer is right about some aspects of the question, but another author may be closer on some other important point. As with the Meditations, your personal experiences are valid as food for thought and as an explanation of the intellectual filter through which these ideas are passing.

I prefer 12 size font and standard margins. Please have a title page. It is unnecessary to cite material unless it is from outside the text. These are usually 15-20 pages, which sounds like a load, but you can write each section as we go. Anything less than 10 and I will think you aren't trying very hard. The very best papers will tie these questions together into a solid personal philosophy that is yours to own and carry out of here with you, not just a laundry list of philosophical constructs.”

The paper is the culminating activity of the class. The result should show a deep and detailed understanding of the text and a critical analysis of major ideas culminating in a synthetic and creative answer to the formative questions posed by the text.

Rubric for Engaging Scenario:

- Exposition: Does the paper provide a solid, succinct summary of major authors and concepts? 30%
 - III: Paper explains the major positions of the major authors germane to the question clearly and accurately in 2-3 paragraphs.
 - II: Major authors omitted, or concepts weakly explained. May ramble or be overly long (more than a page).
 - I: cursory attempt to touch on a few major writers. May have errors of fact or omission.
- Analysis: Does the paper critically engage with major concepts and evaluate them in a meaningful way that shows understanding? 30%

- III: Major concepts are weighed, dissected and analyzed, leading to rational decisions about validity. Arguments are clear, succinct and logical.
- II: Good attempt at analyzing concepts but might be lacking in support or difficult to follow. Arguments are present but may be unclear or occasionally unrelated to evidence.
- I: Little evidence of textual analysis, arguments are personal or mere opinion if present.
- Interpretation: Does the paper show a personal understanding and take a synthetic position on the question supported with reasoned argument and valid answers? 30%
 - III: The paper presents a clear, understandable and unambiguous statement of the student's position on each question, one that follows logically from the analysis.
 - II: The paper shows the student's position on each question, but those positions may not link directly with the results of the analysis of the readings. May be unclear or a restatement of one author's opinion entirely.
 - I: The paper contains either unsupported or personal opinions unrelated to the study of the texts and materials in the course, or simply fails to offer any significant philosophical analysis.
- Mechanics: Is the paper in proper academic format, written with care and quality and free from major errors of mechanics and style? 10%
 - III: No serious typographical, spelling or stylistic errors that result in the text being distracting or difficult to understand. Minor typographical errors are acceptable.
 - II: Some errors of spelling, grammar or style that might make minor points in the paper distracting or difficult to understand.
 - I: Mechanical and stylistic errors are so significant that they interfere with the flow and understanding of the paper.

Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|------------|------------------------------------|--|---|
| Conclusion | Friday Journal Meditations Closure | <p>The teacher will bring closure to the meditations through reflecting on individual growth throughout the semester in a manner that best fits their class.</p> <p>This is closure to Topic 3 from Unit 1. The Meditations are the intimate journals of the Roman Emperor and Stoic Philosopher Marcus Aurelius Antoninus. The thoughts are divided into twelve books that were written at different times and places in the last two years of his life, as he was dying of cancer. They deal with multiple facets of the human experience. Students maintain a handwritten journal that responds to the Emperor’s thoughts, analyzing in depth two of his writings each week. These form the basis of class discussion on Fridays throughout the semester.</p> | Throughout the Semester, Each Friday as it is appropriate |
| Conclusion | Citizen Kane | <p>Universally considered by academic critics as the most important film ever made, Orson Welles’ “Citizen Kane” brings together almost every major theme studied in the course of Philosophy in one artistic work. Using Richard Rorty’s argument that the contingencies of self and community are often best understood through art, students will write a critical review of the film from the philosophical point of view. How well does the film explain the human condition? Does it promote a particular ethical, metaphysical or existential viewpoint? Students will post their reviews on the district’s online community portal, and then comment on at least two reviews by classmates.</p> | 2 Days |

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.