Humanities: Philosophy and Ethics

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Humanities		
Course Title:	Humanities: Philosophy and Ethics		
Prerequisite(s):	None		
Course Description: *Program of Studies*	Humanities is commonly defined as the cumulative creative and intellectual achievements of human beings throughout history. This Humanities offering is an elective course for Sophomore, Junior, and Senior students who seek a better understanding of themselves and an increasingly interconnected world. It provides students with the opportunity to engage in questioning, arguments, and methods of thinking. This course further examines, through the use of intellectual inquiry, a variety of resources, perspectives, and imaginative illustrations to assist the curiosity and academic progress of a modern student. Being able to read, write, and amass knowledge are only important if they serve to make students more human. This course implements an interdisciplinary approach that continually blends philosophy, history, literature, music, art, psychology, and sociology to better understand varying perspectives and issues concerning human existence and thought. The 4 units of study will include Universal Questions & The Self, Good & Evil, Ethics, and Comparative Philosophy.		
Course Essential Questions:	• What purpose do universal questions serve? • Are good and evil universal? • How have human beings interpreted right and wrong over time? • How have human beings interpreted their humanity over time?		

Course Enduring Understandings:	● Humans contemplate universal questions to better understand the world around them and their place in it. ● One's definition of the concept of good has significant personal and societal implications. ● Individuals and societies have responded to perpetrators of evil acts in a variety of ways with varied effects. ● Since life is a series of choices that have consequences, understanding ethics is vital in determining the best course of action one can take in navigating a complicated and interdependent world. ● An evolving personal philosophy allows one to continually guide one's decision-making while providing clarity and purpose to one's life.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	Gale Databases: United States History, World History in Context, Gender Studies, Communication and Mass Media, Diversity Studies, Criminal Justice ABC-Clio Databases: United States History, World History in Context, World Geography, Daily Life Through History, Issues, American Government Infobase Database: Issues and Controversies Access to credible and historical newspapers through Proquest TED Talks Podcasts	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance	**Unit 1**- Universal Questions & The Self (~3-4 weeks)	

(Units):	**Unit 2-** Good & Evil (~5-6 weeks) **Unit 3-** Ethics (~4-5 weeks) **Unit 4-** Comparative Philosophy (~4-5 weeks)

Unit Number and Title:	**Unit 1:** Universal Questions & The Self
Duration:	~3-4 Weeks
Resource(s):	Gale Databases: United States History, World History in Context, Gender Studies, Communication and Mass Media, Diversity Studies, Criminal Justice ABC-Clio Databases: United States History, World History in Context, World Geography, Daily Life Through History, Issues, American Government Infobase Database: Issues and Controversies Access to credible and historical newspapers through Proquest TED Talks Podcasts Independent Reading
Unit Overview:	This unit of study explores universal questions and issues that human beings have always faced. This unit further addresses the need for one to become aware of personal and historical perspectives. Throughout history, people have posed questions regarding their existence. These questions still serve as a means for individuals to develop lasting personal perspectives so they may better understand themselves and the society in which they live.
Learning Goals	
Standard(s):	*National Council for the Social Studies Social Science Standards:* D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

	D2.Soc.12.9-12. Explain the social construction of self and groups. *National Council for the Social Studies Inquiry Standards:* US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● How have human beings contemplated the world around them? ● How does the inquisitive nature of humans add to the richness of existence? ● How does perspective increase awareness of one's self-concept?
Enduring Understanding(s):	● Humans contemplate universal questions to better understand the world around them and their place in it.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● their personal thoughts about universal questions. ○ What does it mean to be human? ○ Who Am I? ○ What is my Purpose? ○ Do I have Free Will? ○ Do we have choice? ● the historical and cultural origins of fundamental human questions. ○ "Who am I?" ○ "What is my purpose?" ● how different societies and philosophical traditions have attempted to answer these universal questions. ○ metaphysical ○ empiricism ○ logical

	○ ethical ● that personal identity is shaped by both individual experiences and broader historical and cultural contexts. ● that there is a wide range of perspectives on existence and meaning, and that these perspectives are often shaped by one's historical, cultural, and personal background. ○ biological ○ cognitive ○ philosophical ● how to connect universal questions to their own lives and the contemporary world. **Skills:** (Students will be able to…) ● document their perspectives and personal insights in regard to specified universal questions. ● analyze and explain how their identity was formed. Formulate historical questions and hypotheses from multiple perspectives, using multiple sources. ● investigate, ask questions, and formulate perspectives on such topics as human nature, the meaning of life, and the factors that form identity. ● develop and defend a clear, evidence-based thesis in argumentative and analytical essays by synthesizing information from multiple sources, constructing logical lines of reasoning, and addressing counterarguments.

Unit Number and Title:	**Unit 2:** Good & Evil
Duration:	~5-6 weeks
Resource(s):	Gale Databases: United States History, World History in Context, Gender Studies, Communication and Mass Media, Diversity Studies, Criminal Justice ABC-Clio Databases: United States History, World History in Context, World Geography, Daily Life Through History, Issues, American Government Infobase Database: Issues and Controversies Access to credible and historical newspapers through Proquest TED Talks Podcasts Independent Reading
Unit Overview:	Throughout history, people have pondered human nature. This unit of study examines the extremes of human behavior, the concepts of good and evil. In a society based on the will of the majority, consideration needs to be given to what is meant by the ideals implied by the word good. People often use the word in phrases like the common good or the greater good with little understanding of what this implies. Understanding of this concept is vital to a person's ability to contribute to a nation based on democratic principles. As with good, consideration needs to be given to what is meant by the word evil. Phrases like a "necessary evil" or someone is "truly evil" are often used with little understanding of what this implies. Understanding of this concept is vital to a person's ability to discern how to react in the face of heinous acts.
Learning Goals	
Standard(s):	*National Council for the Social Studies Social Science Standards:* D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

	National Council for the Social Studies Inquiry Standards: US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
Essential Question(s):	● How have human beings interpreted the word good throughout history? ● How is love seen as the greatest good? ● How have individuals and societies balanced personal needs and wants with societal goals? ● How have human beings interpreted the concept of evil throughout history? ● How have human beings reacted to individuals and institutions who have been considered evil?
Enduring Understanding(s):	● One's definition of the concept of good has significant personal and societal implications. ● Considering the concept of evil allows students to understand the motives and implications of an individual's actions. ● Individuals and societies have responded to perpetrators of evil acts in a variety of ways with varied effects.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● various philosophical interpretations of "good" and "evil." ● how different peoples and historical periods have characterized and represented the concepts of good and evil through art, literature, and religious texts. ○ Ancient Civilizations ○ Medieval and Renaissance Europe ○ Modern Era ● the psychological and sociological factors that contribute to acts of both extraordinary kindness

	and cruelty. ○ Individual psychology ○ Social environments ○ Cultural influences ■ Obedience and Conformity ● how the concepts of good and evil have been used to define justice. ○ Codes of conduct from ancient civilizations to modern times **Skills:** (Students will be able to…) ● establish a personal definition of good. ● establish a personal definition of evil. ● analyze historical and contemporary case studies to determine whether the events fit their personal definitions of good and evil. ● determine the appropriate response to evil through thoughtful research, debate, and deliberation.

Unit Number and Title:	**Unit 3:** Ethics
Duration:	~4 weeks
Resource(s):	Gale Databases: United States History, World History in Context, Gender Studies, Communication and Mass Media, Diversity Studies, Criminal Justice ABC-Clio Databases: United States History, World History in Context, World Geography, Daily Life Through History, Issues, American Government Infobase Database: Issues and Controversies Access to credible and historical newspapers through Proquest TED Talks Podcasts Independent Reading
Unit Overview:	This unit on ethics is designed to introduce students to the fundamental concepts of ethical thinking and decision-making. Students will explore various ethical theories, engage in discussions about moral dilemmas, and analyze the role of ethics in personal and societal contexts. Through this unit, students will develop critical thinking skills and an understanding of how ethical considerations impact real-world scenarios.
Learning Goals	
Standard(s):	*National Council for the Social Studies Social Science Standards:* D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. *National Council for the Social Studies Inquiry Standards:* US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

	US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.
Essential Question(s):	● How have human beings interpreted right and wrong over time? ● Are right and wrong absolutes? ● What are the implications of one's decision-making?
Enduring Understanding(s):	● As members of a society one must consider whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good.

Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the major ethical frameworks. ○ Deontology- Duty-Based Ethics ○ Utilitarianism- Consequence-Based Ethics ○ Virtue- Character-Based Ethics ● the concept of free will and its relationship to moral responsibility. ● how scientific disciplines are contributing to the ongoing debate about human nature. ○ the capacity for moral decision-making ○ neuroscience ○ psychology ● the process of ethical reasoning. ○ moral relativism ○ moral universalism ● how to apply ethical frameworks to real-world dilemmas. ● the complexity of moral decision-making. ● that actions often exist on a spectrum rather than being strictly "good" or "evil." **Skills:** (Students will be able to…) ● evaluate whether or when their obligations as citizens require that their personal desires, beliefs, and interests be subordinated to the public good. ● demonstrate reasoned thinking when resolving an ethical dilemma in a case study. ● determine the implications of personal choices when resolving an ethical dilemma. ● document personal perspectives and insights in regard to ethical dilemmas.

Unit Number and Title:	**Unit 4:** Comparative Philosophy
Duration:	~4- 5 weeks
Resource(s):	Gale Databases: United States History, World History in Context, Gender Studies, Communication and Mass Media, Diversity Studies, Criminal Justice ABC-Clio Databases: United States History, World History in Context, World Geography, Daily Life Through History, Issues, American Government Infobase Database: Issues and Controversies Access to credible and historical newspapers through Proquest TED Talks Podcasts Independent Reading
Unit Overview:	This unit aims to engage students in the exploration of philosophical questions surrounding life, death and the human condition. Students will critically examine a variety of perspectives on mortality, the meaning of life, and how these ideas shape one's behavior and thoughts. This unit will encourage students to deeply reflect on profound questions about death and the human condition, fostering a greater understanding of themselves and the world around them. Through this exploration, students will develop critical skills that are essential for philosophical inquiry and personal growth.
Learning Goals	
Standard(s):	*National Council for the Social Studies Social Science Standards:* D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. US.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. *National Council for the Social Studies Inquiry Standards:*

	US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	How have human beings interpreted their humanity over time? How does the fleeting nature of human existence impact one's personal decisions and perspective? What is the nature of death, and how do different cultures and philosophies perceive it? How does the awareness of mortality influence human behavior and society? In what ways do human beings find meaning in life in the face of death?
Enduring Understanding(s):	Humans have always questioned the human experience, and one's worldview is significantly influenced by its transitory nature.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the fundamental concepts of major philosophical traditions. ○ including pragmatism ○ existentialism ○ naturalism ● how various philosophies interpret the nature of human existence. ○ Western Philosophy ○ Eastern Philosophy ○ concepts of the self ○ consciousness ○ death ● the core tenets of existentialism. ○ individual choice ○ personal responsibility ○ fleeting nature of human life

	● how to develop their own individual philosophy by analyzing and synthesizing ideas from various traditions to form a coherent and reflective personal worldview. ● how to engage in a respectful and critical debate on philosophical questions, articulating their own perspective while considering and responding to alternative viewpoints. **Skills:** (Students will be able to…) ● explore and analyze how human beings have interpreted their humanity over time. ● provide their perspectives on core topics such as individual philosophy, pragmatism, existentialism, naturalism, and death. ● formulate a personal philosophy.