

Course Title:	Philosophy (Honors)
Grade(s):	11,12

Course Description
Prerequisite: Suggested grade of B or higher from previous placement, teacher recommendation Why do we exist? Are we really free, or are we predestined? Is there a god? What is reality? What is good? These are questions philosophers have dealt with since antiquity, and these same questions still intrigue people today. Through active class discussions, students will investigate possible answers to these and other questions in this course, while raising issues involving the application of philosophy into everyday life. Through application techniques of logic, students will be encouraged to be actively involved in the process of constructing a personal philosophy.
Approved Curricular Materials/Textbook(s)
<i>Invitation to Philosophy: Issues and Options</i>

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Intro to Philosophy and How to Think Philosophically?	In this opening unit, students are introduced to the practice of philosophical inquiry. They explore what philosophy is, how philosophers ask questions, and how language shapes thought. Students read short philosophical texts and learn foundational skills, including close reading, annotation, identifying central ideas, and interpreting key terms as they develop across an argument. Students practice using textual evidence to support claims and to summarize complex ideas accurately. Through activities such as philosophical dialogues and analyzing philosophical thought experiments, students develop the habits of mind required for the rest of the course: questioning assumptions, considering multiple interpretations, and constructing clear, reasoned positions.	2-3 weeks
Unit 2: Truth and	In this unit, students investigate the nature of truth and the limits of human	2-3 weeks

Perception	perception. Using classic philosophical thought experiments and contemporary sources, students analyze claims about objectivity, subjectivity, illusion, and perspective. They examine how different philosophers define truth and what counts as reliable evidence. Students practice constructing arguments using precise claims supported by evidence from multiple texts. They learn to acknowledge counterarguments and evaluate the strength of their own reasoning. Through discussions, optical illusions, media analysis, and philosophical writing, students explore how perception can both reveal and distort reality.	
Unit 3: Epistemology	In the epistemology unit, students explore philosophical questions about belief, certainty, skepticism, and justification. They compare authors with differing viewpoints on what it means to “know” something, analyzing claims, reasoning, and evidence across texts. Students also examine contemporary issues such as misinformation, unreliable testimony, and the limits of expertise. Students learn to evaluate arguments for validity and to identify fallacies or weaknesses in reasoning. They practice summarizing and critiquing philosophical positions, engaging with classic epistemological ideas such as rationalism, empiricism, and skepticism.	2-3 weeks
Unit 4: Metaphysics	In this unit, students investigate questions about existence, identity, time, objects, and the nature of reality. Students read philosophical texts, both classic and contemporary, that examine concepts such as free will, personal identity, the mind-body problem, and the existence of universals. They begin developing objective summaries of complex metaphysical ideas while refining their ability to comprehend dense philosophical writing independently.	3-4 weeks
Unit 5: Ethics	In this unit, students explore the major theories of moral philosophy, including but not limited to utilitarianism, deontology, virtue ethics, and ethical relativism. They analyze how philosophers justify their ethical claims and examine how ethical frameworks apply to real-world dilemmas. Students cite evidence to evaluate ethical arguments, identify inconsistencies, and consider the implications of adopting a particular moral framework. They	3-4 weeks

	develop their own ethical perspectives by engaging in structured debates, case studies, and reflective writing.	
Unit 6: Free Will	Students analyze the philosophical debate between determinism, libertarian free will, and compatibilism. They examine scientific, psychological, and philosophical arguments to evaluate whether human actions are determined by prior causes or whether individuals possess genuine freedom. Students practice synthesizing information from multiple sources such as philosophical texts, thought experiments, and scientific explanations to build a coherent understanding of the free will problem.	2-3 weeks
Unit 7: Beauty, Creativity, & Artistic Value	In this unit, students explore philosophical theories of beauty, creativity, and artistic value. Students examine arguments about what counts as art, how we evaluate artistic quality, and whether beauty is objective or subjective. Through comparisons of philosophical texts and artistic works, students learn to analyze representation, theme, and perspective. They participate in discussions, gallery walks, and creative interpretation activities that encourage them to apply philosophical reasoning to artistic experiences.	3-4 weeks