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.

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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:
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING.11-12.6).
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Assess 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 (CCSS.ELA-READING.9-10.8).
- Synthesize 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 (CCSS.ELA-READING.11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Bloom’s Taxonomy Levels</th>
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<td>authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>of scientific inquiry (such as hypotheses)</td>
<td>Processes</td>
<td>Analyze</td>
<td>3</td>
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</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>● Ethics</td>
<td>● Deductive</td>
</tr>
<tr>
<td>● Logic</td>
<td>● Epistemology</td>
</tr>
<tr>
<td>● Politics</td>
<td>● Inductive</td>
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<tr>
<td></td>
<td>● Metaphysics</td>
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<tr>
<td></td>
<td>● Socratic Reasoning</td>
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<td></td>
<td>● Syllogism</td>
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<td></td>
<td>● Truth Tables</td>
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</table>

**Resources for Vocabulary Development:** Quality Tools
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:
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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
Rubric: To be created
**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:*
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).

**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

**Rubric:** To be created
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:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Assess 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

Detailed Description/Instruction: 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.

Board Approved: May 12, 2016
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:**

**Rubric:** To be created
### 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.

**Rubric for Engaging Scenario:** Participation and class discussion
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<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Socratic Reasoning Questions</td>
<td>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?</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Syllogism</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>3</td>
<td>Friday Journal Meditations Closure</td>
<td>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.</td>
<td>Throughout the Semester, Each Friday as it is appropriate</td>
</tr>
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</table>
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:
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups,
  - individuals fail to carry out their personal responsibilities
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6).
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).

Supporting Standards for unit:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
○ Contribute to project teams to produce original works or solve problems.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
• Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  ○ Understand and use technology systems.
  ○ Select and use applications effectively and productively.
  ○ Troubleshoot systems and applications.
  ○ Transfer current knowledge to learning of new technologies.
| **Unwrapped Concepts**  
(Students need to know) | **Unwrapped Skills**  
(Students need to be able to do) | **Bloom’s Taxonomy Levels** | **Webb's DOK** |
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<tbody>
<tr>
<td>the consequences that can occur when</td>
<td>Predict</td>
<td>Apply</td>
<td>3</td>
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<td>how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
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<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
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<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
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<tr>
<td>between fact and opinion and analyze sources to recognize bias and points of view</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>3</td>
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</table>
**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:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>● Destiny</td>
<td>● Categorical And Moral Imperative</td>
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<td>● Evil</td>
<td>● Disordered Love</td>
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<td>● Fate</td>
<td>● Golden Mean</td>
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<td>● Free will</td>
<td>● Good Will</td>
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<td>● Reason</td>
<td>● Hypothetical</td>
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<td>● Soul</td>
<td>● Instrumental</td>
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<td>● Virtue</td>
<td>● Intrinsic</td>
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<td>● Manichean Dualism</td>
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<td>● Stoicism</td>
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<td>● Teleological</td>
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<td>● Ubermensch</td>
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<td>● Will To Power</td>
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</tbody>
</table>

**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:
- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups,
  - individuals fail to carry out their personal responsibilities
- Compare and contrast the major ideas and beliefs of different cultures
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view

Supporting:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research

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
Rubric: To be created.
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:

- Predict the consequences that can occur when (SS6 3.1):
  - institutions fail to meet the needs of individuals and groups,
  - individuals fail to carry out their personal responsibilities
- Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects (SS6 1.6).
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs

Supporting:

- Assess 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
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.

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
Rubric: To be created
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 infograph) 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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Categorical Imperative Activity</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>The Pleasure Pain Calculus</td>
<td>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.</td>
<td>1 day prep, 1 day class time</td>
</tr>
</tbody>
</table>
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:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Explain the relevance and the connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - Magna Carta
  - Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory
- Assess the changing roles of government; philosophy, limits, duties (SS1, 1.6).
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS2 1.9).
- Determine the civic responsibilities of individual citizens (SS1 4.2)
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy
  - Republic
  - Changing role of government
  - Representation
- Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general (SS2 1.6, 1.9).

Supporting Standards for unit:
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Processes of scientific inquiry (such as formulating and testing hypotheses (Show-Me-Standards- Science.7) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
• Synthesize 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 (CCSS.ELA-READING. 11-12.9).
• Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  ○ Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
• Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ○ Apply existing knowledge to generate new ideas, products, or processes.
  ○ Create original works as a means of personal or group expression.
  ○ Use models and simulations to explore complex systems and issues.
• Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>between fact and opinion and analyze sources to recognize bias and points of view</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>the relevance and the connection of constitutional principles in the following documents</td>
<td>Explain</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>the changing roles of government; philosophy, limits, duties</td>
<td>Assess</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the civic responsibilities of individual citizens</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the following in the context of the historical period being studied</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general</td>
<td>Describe</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
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

| of scientific inquiry (such as formulating and testing hypotheses) | Assess | Evaluate | 4 |
| 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Absolutism</td>
<td>● Bourgeoisie</td>
</tr>
<tr>
<td>● Aristocracy</td>
<td>● Civic Virtue</td>
</tr>
<tr>
<td>● Democracy</td>
<td>● Divine Reason</td>
</tr>
<tr>
<td>● Despotism</td>
<td>● Epochs</td>
</tr>
<tr>
<td>● Equality</td>
<td>● Moral Sanction</td>
</tr>
<tr>
<td></td>
<td>● Natural Law</td>
</tr>
<tr>
<td></td>
<td>● Perpetual Equilibrium</td>
</tr>
<tr>
<td></td>
<td>● Philosopher King</td>
</tr>
<tr>
<td></td>
<td>● Plutocracy</td>
</tr>
<tr>
<td></td>
<td>● Proletariat</td>
</tr>
<tr>
<td></td>
<td>● Timocracy</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: Plato’s and Aristotle’s Modern Nation States
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Assess the changing roles of government; philosophy, limits, duties (SS1, 1.6).
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS2 1.9).
- Apply the following in the context of the historical period being studied (SS1 3.5, 1.10):
  - Democracy
  - Republic
  - Changing role of government
  - Representation
- Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general (SS2 1.6, 1.9).

Supporting:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Contribute to project teams to produce original works or solve problems.

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

**Rubric:** Participation
Engaging Experience 1
Title: Declaration of Independence
Suggested Length of Time: 1 Day
Standards Addressed

Priority:

- Explain the relevance and the connection of constitutional principles in the following documents (SS1 1.5, 1.6, 1.10, 3.5):
  - Magna Carta
  - Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory
- Assess the changing roles of government; philosophy, limits, duties (SS1, 1.6).
- Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact (SS2 1.9).

Supporting:

- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Use models and simulations to explore complex systems and issues.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.

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

**Rubric:** To be created
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

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plato’s and Aristotle’s Modern Nation States</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Declaration of Independence</td>
<td>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.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
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 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:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).

Supporting Standards for unit:
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>between fact and opinion and analyze sources to recognize bias and points of view</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegory</td>
<td>A Priori</td>
</tr>
<tr>
<td>Imagining</td>
<td>Allegory Of The Cave</td>
</tr>
<tr>
<td>Intuition</td>
<td>Cogito Ergo Sum</td>
</tr>
<tr>
<td>Pragmatism</td>
<td>Critical Idealism</td>
</tr>
<tr>
<td>Reality</td>
<td>Ding An Sich</td>
</tr>
<tr>
<td></td>
<td>Divided Line</td>
</tr>
<tr>
<td></td>
<td>Essential Forms</td>
</tr>
<tr>
<td></td>
<td>Intelligible World</td>
</tr>
<tr>
<td></td>
<td>Intuitive Synthesis</td>
</tr>
<tr>
<td></td>
<td>Methodic Doubt</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1
Title: What is a Chair?
Suggested Length of Time: 45 Minutes
Standards Addressed

Priority:
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).

Supporting:
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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
Rubric: Class participation

Engaging Experience 2
Title: The Cave
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).

Supporting:
● Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
● Assess 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 (CCSS.ELA-READING. 9-10.8).

**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

**Rubric:** To be created
**Engaging Experience 1**
**Title:** Limits of Knowledge

**Suggested Length of Time:** 1 Day

**Standards Addressed**

*Priority:*
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).

*Supporting:*
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).

**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

*Rubric:* Class participation

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**Engaging Experience 2**

**Title:** A Priori Coinage

**Suggested Length of Time:** 45 Minutes

**Standards Addressed**

*Priority:*
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).

*Supporting:*

**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

**Rubric:** Class participation
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.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is a Chair?</td>
<td>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.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>The Cave</td>
<td>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.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Limits of Knowledge</td>
<td>In this sensory awareness exercise, the students will demonstrate their understanding of the difference between impressions and ideas with regards to David Hume’s 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 Hume’s.</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>A Priori Coinage</td>
<td>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 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.</td>
<td>45 Minutes</td>
</tr>
</tbody>
</table>
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:
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Supporting Standards for unit:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Collect and analyze data to identify solutions and/or make informed decisions.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs</td>
<td>Describe</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>between fact and opinion and analyze sources to recognize bias and points of view</td>
<td>Distinguish</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>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</td>
<td>Synthesize</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>evidence from literary or informational texts to support analysis, reflection, and research</td>
<td>Draw</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
**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:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>● Analogy</td>
<td>● Agnosticism</td>
</tr>
<tr>
<td>● Divine</td>
<td>● Atomic Facts</td>
</tr>
<tr>
<td>● Illusion</td>
<td>● Deism</td>
</tr>
<tr>
<td>● Proof</td>
<td>● Efficient Cause</td>
</tr>
<tr>
<td>● Subjectivity</td>
<td>● Intelligent Design</td>
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<tr>
<td>● Theology</td>
<td>● Metaphysics</td>
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<td></td>
<td>● Ontological</td>
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<tr>
<td></td>
<td>● Prime Mover</td>
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<td></td>
<td>● Theism</td>
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</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
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:

- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Supporting:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Assess 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 (CCSS.ELA-READING. 9-10.8)

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Collect and analyze data to identify solutions and/or make informed decisions.

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 concussion that represents their individual resolution of the question.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 4

**Rubric:** Standard AVID rubric for Philosophical Chairs
Engaging Experience 1
Title: The Agnostic Argument: Freud, Hume and Russell
Suggested Length of Time: 1 Day
Standards Addressed

Priority:
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Synthesize 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 (CCSS.ELA-READING.11-12.9).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING.9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Supporting:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING.11-12.6).
- Assess 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

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.

Board Approved: May 12, 2016
**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3

**Rubric:** AP Top 10 rubric (modified for 5 responses)
Engaging Experience 1
Title: Blowing Convention Apart; Modern Cosmological Thought
Suggested Length of Time: 2 Days
Standards Addressed

Priority:
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).

Supporting:
- Assess 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

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
Rubric: To be created
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paley’s Watch: Is Intelligent Design Proof of a Creator?</td>
<td>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 concussion that represents their individual resolution of the question.</td>
<td>2 Days preparatory, 1 Day in class</td>
</tr>
<tr>
<td>2</td>
<td>The Agnostic Argument: Freud, Hume and Russell</td>
<td>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</td>
<td>1 Day</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Blowing Convention Apart; Modern Cosmological Thought</td>
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<td>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.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
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:
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures (SS6 1.9).
- Distinguish between fact and opinion and analyze sources to recognize bias and points of view (SS7 1.7, 3.5, 3.6).
- Develop a research plan and identify appropriate resources for investigating social studies topics (SS7 1.1, 1.4).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS.ELA-WRITING 9-10.9.B)
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Supporting Standards for unit:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence (CCSS.ELA-READING. 11-12.6).
- Assess 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 (CCSS.ELA-READING. 9-10.8).
- Synthesize 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 (CCSS.ELA-READING. 11-12.9).
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Compare</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the major ideas and beliefs of different cultures</td>
<td>Contrast</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>between fact and opinion and analyze sources to recognize bias and points of view</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>a research plan and identify appropriate resources for investigating social studies topics</td>
<td>Develop</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>evidence from literary or informational texts to support analysis, reflection, and research</td>
<td>Draw</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Destiny</td>
<td>● Aesthetics</td>
</tr>
<tr>
<td>● Ethics</td>
<td>● Consciousness</td>
</tr>
<tr>
<td>● Existence</td>
<td>● Contingency</td>
</tr>
<tr>
<td>● Necessity</td>
<td>● Cosmological</td>
</tr>
<tr>
<td>● Role Of The Will</td>
<td>● Existentialism</td>
</tr>
<tr>
<td>● Universe</td>
<td>● Leap Of Faith</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Quality Tools
Engaging Experience 1

Title: Friday Journal Meditations Closure

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:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Assess 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

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,
grip, 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:
Rubric: To be created

Engaging Experience 2
Title: Citizen Kane
Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Describe the major social institutions (Family, education, religion, economy and government) and how they fulfill human needs (SS6 1.9, 1.10).
- Compare and contrast the major ideas and beliefs of different cultures

Supporting:
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole (CCSS.ELA-READING.11-12.1).
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence

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 (currently Brightspace) and then comment on at least two reviews by classmates.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 3
Rubric: To be created
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

<table>
<thead>
<tr>
<th>Topic</th>
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<th>Description</th>
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<td>1</td>
<td>Friday Journal Meditations Closure</td>
<td>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.</td>
<td>Throughout the Semester, Each Friday as it is appropriate</td>
</tr>
<tr>
<td>1</td>
<td>Citizen Kane</td>
<td>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 (currently Brightspace) and then comment on at least two reviews by classmates.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.