

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SCHOLARS' CENTER FOR THE HUMANITIES

HONORS TOPICS IN PHILOSOPHY

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

With the goal of creating lifelong learners and effective citizens, the philosophy of this course is to familiarize students with the concepts, theories and practices present in the study of philosophy. This course is designed to provide students with knowledge of the history of philosophy, political ideologies, ethical decision making, as well as the role of art and music in society. Students are expected to ponder core philosophical questions including who are we, where do we come from, what is knowledge, and the meaning of life. The examination of art, music and culture will facilitate a discussion of how historical context impacts and is impacted by the artistic expression of a specific time period.

The course will also encourage students to determine the relevance of philosophy to modern life. Exploring individual beliefs, as well as where these beliefs originate, are vital components in the process of maturation, as well as the development of a world view. With an understanding of the evolution of Western thought from the past two thousand years, students will be able to evaluate the validity, bias, and relevance of each ideology both through oral presentation and in critical writing assignments. The ultimate goal of this course is for students to develop critical thinking skills and higher order reasoning abilities, which will thereby enable them to be effective and knowledgeable citizens.

Course Description

In order to carry out this philosophy, students will take part in a variety of tasks. The senior-level Humanities students are expected to read, evaluate, and debate the ideologies of key philosophers, including Socrates, Plato, Aristotle, Rousseau, Marx and Sartre. Students will answer essential philosophical questions such as who are you, where does the world come from, as well as debate the nature of existence. Once exposed to philosophical questioning and basic information about the origins of philosophy, students will respond to key ideas through oral presentation, discussion, and critical essays. Cooperative group work, visual presentations, and interactive activities such as puppet shows, marketing presentations, and in class debates will be used to allow students to work together to facilitate the internalization of the concepts explored in the course. Students must then apply these critical thinking skills to topical units on political philosophy, ethical philosophy, aesthetics, music, as well as in the implementation of their Senior Legacy Project. Active participation in the course is necessary for students to gain a full understanding of the concepts related to philosophy.

**Freehold Regional High School District
Curriculum Map
Topics in Philosophy (Honors)**

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.A.1-8	Philosophy is the study of knowledge.	What is knowledge and where does it come from? Who are we? Where do we come from? What is the meaning of life?	Student survey of pre-existing opinions	Student Debate	Tests Essays
6.1.A .1-8 6.3 B.1, D.3-6, E.1, F.1	Every philosopher has a unique set of ideas, which reflect a specific social and historical context.	How does historical context shape ideology? How do the ideas of an individual philosopher impact or challenge the ideas of others? What is the impact and relevance of this philosopher?	Oral Discussion	Response Papers	Projects Presentations
6.1.A.1-8	Philosophers gather and critique different ideas from diverse sources.	How does bias skew the impact, meaning, or effectiveness of a source? What devices does the writer use to present a logical and well-argued ideology? Is this source effective or ineffective? Why?	Anticipatory Sets	Oral Presentations Quizzes	Self-Reflection
3.3 A.1-4, B.1-7, C.1, D.1-6	Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.	How do effective speakers clearly present their ideas? How do inflection and body language impact a speaker's effectiveness?		Projects Written Assignments	
3.2 A.4,7, B.1-12, C.1-8, D.1-8	Good writers use a repertoire of strategies that enables them to vary form and style to write for different purposes, audiences, and contexts.	How do context and audience impact the writing process? How to effective writers lay out their argument and supporting evidence?		Discussions Role Plays	
6.2. A.1-7	Societies require laws, governments and systems of trade.	What is an ideal society? What are the principal functions of a government? How much power should the government share with citizens in the development of laws, government and systems of trade?			
6.1.A.1-8	Not all problems or dilemmas have one clear cut "correct" answer.	What is a moral? Is there a pre-existing definition of right and wrong? What is the process for making an ethical decision?			
1.1 A.1-3, B.1-2 1.4 A.1-3, B.1-2 1.5 A.1-2, B.1-2	Art is a form of expression that reflects society's attitudes, convictions and temper.	What is the role of art in society? What is beauty and what is its function in modern society? Do we "learn" from a piece of art?			
1.1 A.1-3, B.1-2 1.4 A.1-3, B.1-2 1.5 A.1-2, B.1-2	Music reflects the cultural values and movements of society.	What impact does music have on people? Society? Does music reflect the cultural values of society, or do social values reflect music culture? What makes piece of music good or bad?			
3.5.A.1 6.1.A.1-8	A legacy is how someone will be remembered.	What is a legacy? What factors determine how a person, group or time period is remembered?			

Freehold Regional High School District
Course Proficiencies and Pacing
Topics in Philosophy (Honors)

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: What is Philosophy?	Philosophy is the study of knowledge. Philosophers gather and critique different ideas from diverse sources. 1. The students will define philosophy, its branches and will see the relevance of this subject to modern life.	2 Weeks
Unit #2: Origins of Philosophy	Every philosopher has a unique set of ideas, which reflect a specific social and historical context. Philosophers gather and critique different ideas from diverse sources. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 1. The student will be able to analyze the writings and ideological contributions of the pre-Socratic philosophers, Socrates, Plato and Aristotle, and then synthesize this information with the purpose of understanding the intersectionality of early philosophic thought.	6 Weeks
Unit #3: The “Middle” Ages: From Hellenism to Spinoza	Every philosopher has a unique set of ideas, which reflect a specific social and historical context. Philosophers gather and critique different ideas from diverse sources. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 1. The student will be able to analyze the segmentation of early philosophy into religion and science, as well as assess the ideas of different schools of thought including Hellenism, Renaissance, Baroque and Locke.	4 Weeks
Unit #4: Antiquity to Modernity: Age of Enlightenment to Present	Every philosopher has a unique set of ideas, which reflect a specific social and historical context. Philosophers gather and critique different ideas from diverse sources. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 1. The student will be able to analyze the writings and ideological contributions of modern philosophers, including Marx, Kierkegaard, and Sartre, as well as connect these ideas to those of early philosophers.	6 Weeks
Unit #5: Political Philosophy	Societies require laws, governments and systems of trade. Philosophers gather and critique different ideas from diverse sources. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 1. The student will read and analyze key political texts with the purpose of evaluating the efficiency of each model of government, as well as draw conclusions about the role of the citizen in such models.	3 Weeks

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #6: Ethical Philosophy	<p>Not all problems or dilemmas have one clear cut “correct” answer. Philosophers gather and critique different ideas from diverse sources. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <ol style="list-style-type: none"> The student will analyze a given dilemma to create an ethical solution that could be applied to a real world problem. 	4 Weeks
Unit #7: Aesthetics	<p>Art is a form of expression that reflects the attitudes, convictions and temper of society. Music reflects the cultural values and movements of society.</p> <ol style="list-style-type: none"> The student will examine both historical and modern art with the purpose of evaluating a work of art’s function in society, ability to reflect cultural values, as well as its elicited aesthetic response. 	1 Week, and ongoing throughout the year
Unit #8: Modern American Music	<p>Art is a form of expression that reflects the attitudes, convictions and temper of society. Music reflects the cultural values and movements of society.</p> <ol style="list-style-type: none"> The student will analyze the importance of music as a form of expression, social commentary and art. 	4 Weeks
Unit #9: Senior Legacy Project	<p>A legacy is how someone will be remembered. Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <ol style="list-style-type: none"> The student will analyze the importance of a legacy, evaluate the various areas of the school that require improvement, and will then work collaboratively to create a proposal and presentation with the goals of obtaining the opportunity to implement their “legacy” project. 	4 Weeks

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #1: What is Philosophy?

Enduring Understandings: Philosophy is the study of knowledge.

Philosophers gather and critique different ideas from diverse sources.

Essential Questions: What is knowledge and where does it come from?

Who are we? Where do we come from?

What is the meaning of life?

How does bias skew the impact, meaning, or effectiveness of a source?

Unit Goal: The students will define philosophy, its branches and will see the relevance of this subject to modern life.

Duration of Unit: 2 weeks

NJCCCS: 6.1.A.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the purpose of philosophy? How has philosophy changed over time? When and where did philosophy begin? What is the difference between realist and non-realist ethical philosophy? What is aesthetics? How do culture and religion affect philosophy? What are characteristics of successful philosophies?	Brainstorm the meaning of philosophy. Analyze why philosophy is not a “mainstream” exercise. Identify specific cultures and religions and their impact on philosophy as a field of study. Research and identify characteristics of successful philosophers. Define each branch of philosophy; including epistemology, metaphysics, and logic, as well explain the practical applications for each area of study. Speculate as to why philosophy began when and where it did.	Current textbook and resources Internet Magazines Newspapers Videos Parents Community resources	Lecture and class discussion Compare and discuss student responses to foundational philosophical questions. Create posters and/or power point presentations Role playing the different branches of philosophy Debate based on the ideas of the natural philosophers	Written tests and quizzes Worksheets Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. 				

Freehold Regional High School District

Topics in Philosophy (Honors)

Unit #2: Origins of Philosophy

Enduring Understandings: Every philosopher has a unique set of ideas, which reflect a specific social and historical context.
 Philosophers gather and critique different ideas from diverse sources.
 Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.
 Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: How does bias skew the impact, meaning, or effectiveness of a source?
 How do effective writers lay out their argument and supporting evidence?
 How do effective speakers clearly present their ideas?
 How does historical context shape ideology?
 How do the ideas of an individual philosopher impact or challenge the ideas of others?
 What is the impact and relevance of each philosopher?
 What is the role of art in society?

Unit Goal: The student will be able to analyze the writings and ideological contributions of the pre-Socratic philosophers, Socrates, Plato and Aristotle, and then synthesize this information with the purpose of understanding the intersectionality of early philosophic thought.

Duration of Unit: 6 weeks

NJCCCS: 6.1.A.1-8; 1.1 A.1-3; 1.4 A.1-3; 1.5 A.1-2; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4, 7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why were early philosophers critical of mythology? Who was Socrates and what did he believe? What is the Socratic Method? Who was Plato and what did he believe? What did Plato think about women? What did Plato think about art? How does the Allegory of the Cave relevant to modern society? Who was Aristotle and what did he believe? What did Aristotle think about women?	Describe the changing nature of the philosophical ideas of the natural philosophers, Socrates, Plato and Aristotle. Identify specific cultures, historical events and religious beliefs to determine how they impacted philosophers and their beliefs. Compare and contrast the differences between the Sophists, Jesus and Plato. Research and identify specific ideas of the Natural Philosophers, Socrates, Plato and Aristotle. Compare and contrast the similarities and differences between Socrates, Plato and Aristotle. List and assess how the Allegory of the Cave is relevant to modern society. Define similarities and differences in the philosophical ideas of each of the key philosophers. Identify Aristotle's three forms of happiness and determine how these relate to the Golden Mean.	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Parents Community resources	Lecture and class discussion Complete chapter study questions Compare and discuss student responses to different topics relating to philosophers and their ideologies. Assign students to lead a Socratic Seminar based on a specific piece of text Create marketing presentations to "sell" the ideas of a specific philosopher. Compare and contrast the ideologies of key philosophers and historical figures Create posters and/or power point presentations Read and discuss excerpts of Plato's "Republic" Read and discuss the "Allegory of the Cave" Compose skits to demonstrate the relevance of the Allegory of the Cave	Written tests and quizzes Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments Skits/Role Playing Oral Presentations

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What did Aristotle think about art?</p> <p>Do humans obtain knowledge through innate principles, reason and logic, or through the senses?</p> <p>How do culture, religion and historical events influence the philosophies that grow out of a specific area?</p>	<p>Evaluate how philosophy began to replace religion and mythology as a method to explain natural occurrences and origins of humanity.</p> <p>Research and identify how humans obtain knowledge to determine whether it is innate, through reason or experience.</p> <p>Examine the beliefs of each philosopher towards women in order to determine the long term impact of these beliefs.</p> <p>Analyze the beliefs of each philosopher towards art in order to determine the long term impact of these beliefs.</p>		<p>Examine pieces of art to determine what a particular philosopher would think about a painting</p> <p>Write response papers dealing with a specific philosopher or ideology</p> <p>Play review games to enhance understanding of key ideas</p>	
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. 				

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #3: The “Middle” Ages: From Hellenism to Spinoza

Enduring Understandings: Every philosopher has a unique set of ideas, which reflect a specific social and historical context.
 Philosophers gather and critique different ideas from diverse sources.
 Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.
 Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: How does historical context shape ideology?
 How do the ideas of an individual philosopher impact or challenge the ideas of others?
 What is the impact and relevance of each philosopher?
 How does bias skew the impact, meaning, or effectiveness of a source?
 What devices does the writer use to present a logical and well-argued ideology?
 Is this source effective or ineffective? Why?
 How do effective speakers clearly present their ideas?
 How do inflection and body language impact a speaker’s effectiveness?
 How do context and audience impact the writing process?
 How do effective writer’s lay out their argument and supporting evidence?

Unit Goal: The student will be able to analyze the segmentation of early philosophy into religion and science, as well as assess the ideas of different schools of thought including Hellenism, Renaissance, Baroque and Locke.

Duration of Unit: 4 weeks

NJCCCS: 6.1.A.1-8; 1.1 A.1-3; 1.4 A.1-3; 1.5 A.1-2; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is Hellenism and how did it influence philosophy? What were the major schools of Hellenistic thought? What happened to philosophy during the Middle Ages? Who were the key philosophers during the Middle Ages and what did they believe? What happened to philosophy during the Renaissance? Who were the key philosophers during the Renaissance and what did they believe?	Describe the changes that occurred in philosophy from the foundational philosophers to the Hellenistic age. Identify specific cultures, historical events and religious beliefs to determine how they impacted philosophers and their beliefs. Research and identify specific ideas of the Cynics, Stoics, Epicureans, Neo-Platonists, and Mystics. Research and identify specific ideas of St. Augustine and St. Thomas Aquinas. Identify and explain the intersection of religion and philosophy. Describe the changes that occurred in philosophy from the foundational philosophers to the Hellenistic age. Identify specific cultures, historical events and religious beliefs to determine how they impacted philosophers and their beliefs. Research and identify specific ideas of the Cynics, Stoics, Epicureans, Neo-Platonists, and Mystics. Research and identify specific ideas of St. Augustine and St. Thomas Aquinas. Identify and explain the intersection of religion and philosophy. Interview others to determine modern views of the role of evil in the world. Evaluate the connection between science and philosophy through an examination of the ideas of Galileo, Copernicus, Kepler, Newton and Martin Luther.	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Parents Community resources	Lecture and class discussion Complete the chapter study questions Compare and discuss student responses to different topics relating to philosophers and their ideologies Assign students to lead a Socratic Seminar based on a specific piece of text Create marketing presentations to “sell” the ideas of a specific philosopher Compare and contrast the ideologies of key philosophers and historical figures Create posters and/or power point presentations Examine pieces of art to determine what a particular philosopher would think about a painting	Written tests and quizzes Worksheets Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments Skits/Role Playing Oral Presentations

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the Baroque era influence key philosophers?</p> <p>Who were Thomas Hobbes and Rene Descartes and what did they believe?</p> <p>Who were Baruch Spinoza and John Locke and what did they believe?</p>	<p>Evaluate how philosophy and science begin to compete as methods to explain natural occurrences and origins of humanity.</p> <p>Analyze the ideas of Hobbes, Descartes, Spinoza, and Locke.</p> <p>Assess how philosophy transforms itself to become relevant to modern society.</p> <p>Define similarities and differences in the philosophical ideas of each of the key philosophers.</p> <p>Examine the beliefs of each philosopher towards women in order to determine the long term impact of these beliefs.</p> <p>Analyze the beliefs of each philosopher towards art in order to determine the long term impact of these beliefs.</p>		<p>Write response papers dealing with a specific philosopher or ideology</p> <p>Play review games to enhance understanding of key ideas</p> <p>Create a graphic organizer that compares and contrasts the intersectionality of philosophy, religion and science</p> <p>Create a “Philosophy Talk Show” that highlights and demonstrates the intersectionality of the ideas of various philosophers</p> <p>Play review games to enhance understanding of key ideas</p>	
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. 				

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #4: Antiquity to Modernity: Age of Enlightenment to Present

Enduring Understandings: Every philosopher has a unique set of ideas, which reflect a specific social and historical context.
 Philosophers gather and critique different ideas from diverse sources.
 Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.
 Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: How does historical context shape ideology?
 How do the ideas of an individual philosopher impact or challenge the ideas of others?
 What is the impact and relevance of each philosopher?
 How does bias skew the impact, meaning, or effectiveness of a source?
 How do effective speakers clearly present their ideas?
 How do effective writers lay out their argument and supporting evidence?

Unit Goal: The student will be able to analyze the writings and ideological contributions of modern philosophers, including Marx, Kierkegaard, and Sartre, as well as connect these ideas to those of early philosophers.

Duration of Unit: 6 weeks

NJCCCS: 6.1.A.1-8; 1.1 A.1-3; 1.4 A.1-3; 1.5 A.1-2; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What was the Enlightenment and how did it alter or impact society and culture? Who were the key figures of the Enlightenment and what did they believe? Who were the key philosophers of the Romantic era and what did they believe? Who was Karl Marx and what did he believe? Are his ideas of class relevant to modern American society?	Describe the changes that occurred in philosophy from the Hellenistic age to the modern era. Identify specific cultures, historical events and religious beliefs to determine how they impacted philosophers and their beliefs. Research and identify specific ideas of Hume, Voltaire, Rousseau, Berkeley, and Kant. Research and identify specific ideas of Schelling, Hegel, Kierkegaard, Marx, Darwin, Freud, Nietzsche, and Tolstoy. Identify and explain the intersection of the constitutional period and philosophy. Evaluate the ideas of Jean Paul Sartre and Simone de Beauvoir.	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Parents	Lecture and class discussion Complete the chapter study questions Compare and discuss student responses to different topics relating to philosophers and their ideologies Assign students to lead a Socratic Seminar based on a specific piece of text Create marketing presentations to “sell” the ideas of a specific philosopher	Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions Journal assessments
Who is Jean Paul Sartre and what did he believe? What is the Ubermensch and what is Nietzsche’s intention with presenting this concept? How did the role and philosophy of art in society change over time? What is the Categorical Imperative and how can this concept be applied to modern American society? What are the different strands of thought in feminist philosophy? How does each philosopher in the modern era reflect the evolving social norms?	Define existentialism and explore how its inception impacted modern society. Assess how philosophy transforms itself to become relevant to modern society. Define similarities and differences in the philosophical ideas of each of the key philosophers. Examine the beliefs of each philosopher towards women in order to determine the long term impact of these beliefs. Analyze the beliefs of each philosopher towards art in order to determine the long term impact of these beliefs.	Community resources	Compare and contrast the ideologies of key philosophers and historical figures Create posters and/or power point presentations Examine pieces of art to determine what a particular philosopher would think about a painting Write response papers dealing with a specific philosopher or ideology Create a puppet show that puts the philosophers of this era into conversation with one another Interview peers to determine whether Nietzsche’s concept of no absolute right or wrong is socially relevant Create a philosophy book written for children Play review games to enhance understanding of key ideas	Skits/Role Playing Oral Presentations

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #5: Political Philosophy

Enduring Understandings: Societies require laws, governments and systems of trade.
 Philosophers gather and critique different ideas from diverse sources.
 Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.
 Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: What is an ideal society?
 What are the principal functions of a government?
 How much power should the government share with citizens in the development of laws, government and systems of trade?
 What components are necessary for a society to be ideal?
 How does bias skew the impact, meaning, or effectiveness of a source?
 How do effective speakers clearly present their ideas?
 How do inflection and body language impact a speaker’s effectiveness?
 How do context and audience impact the writing process?

Unit Goal: The student will read and analyze key political texts with the purpose of evaluating the efficiency of each model of government, as well as draw conclusions about the role of the citizen in such models.

Duration of Unit: 3 weeks

NJCCCS: 6.1.A.1-8; 6.2. A.1-7; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is political philosophy? What is justice? Why do we have or need government? How much power should a government have? Are all people equal? What is democracy and can it be exported as a political system? What are the different forms of government? How do different forms of government serve different countries and different groups of people?	Brainstorm all of the different forms of government, as well as the countries in which these forms of government exist. Identify specific cultures, historical events and religious beliefs to determine how they impacted philosophers and their beliefs. Analyze the ideas of Machiavelli to determine how they continue to impact society. Research and identify specific political ideas of Rousseau, Locke, Hobbes, Montesquieu, Voltaire, Smith, Wollstonecraft and Jefferson. Research and identify specific ideas of Hitler, Marx, Lenin, Mao and Stalin.	Current textbook and resource binders Student workbooks Internet Magazines Newspapers Videos Parents Community resources	Lecture and class discussion Read primary source documents written by each of the key political philosophers Complete study questions Compare and discuss student responses to different topics relating to philosophers and their ideologies Assign students to lead a Socratic Seminar based on a specific piece of text. Create marketing presentations to “sell” the ideas of a specific philosopher Compare and contrast the ideologies of key philosophers and historical figures	Written tests and quizzes Worksheets Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments
Who are the key political philosophers and what do they believe?	Identify and explain the intersection of the constitutional period and philosophy. Analyze the changing nature of the idea of equality between genders, races and religions.		Create posters and/or power point presentations	Skits/Role Playing Oral Presentations

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the fairest form of government? What is natural law? Do the events of history drive philosophy, or does philosophy drive the events of history? Is it better for someone to be well spoken with unreasoned, immature ideas or inarticulate with logical, insightful thoughts?</p>	<p>Evaluate how philosophy and politics intersect. Relate Plato's ideas of justice to modern notions of justice. Compare and contrast the social contract theory with the Communist Manifesto. Examine the role of a leader in all forms of government. Trace the concept of democracy from its inception to modern times. Define similarities and differences in the philosophical ideas of each of the key philosophers. Examine the beliefs of each philosopher towards women in order to determine the long term impact of these beliefs.</p>		<p>Write response papers dealing with a specific philosopher or ideology Conduct a political philosophy audit for a specific country to determine the philosophical basis for that specific country Examine the key political documents of America Create a just society that encapsulates your vision of a perfect, just government Watch political documentaries to determine the validity and effectiveness of the message Play review games to enhance understanding of key ideas</p>	
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. 				

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #6: Ethical Philosophy

Enduring Understandings: Not all problems or dilemmas have one clear cut “correct” answer.
 Philosophers gather and critique different ideas from diverse sources.
 Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.
 Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: What is a moral?
 Is there a pre-existing definition of right and wrong?
 What is the process for making an ethical decision?
 How does bias skew the impact, meaning, or effectiveness of a source?
 How do effective speakers clearly present their ideas?
 How do context and audience impact the writing process?

Unit Goal: The student will analyze a given dilemma to create an ethical solution that could be applied to a real world problem.

Duration of Unit: 4 weeks

NJCCCS: 6.1.A.1-8; 6.2. A.1-7; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is ethics? How do cultural norms, traditions and individual choices influence the ideas of how people should behave? What is the difference between ethical rules and ethical principles? How does cultural relativism influence ethics? What does it mean to “live a good life?” What factors must be considered when making an ethical decision? How do ethics differ from feelings?	Brainstorm possible definitions for ethics. Identify specific cultural norms, historical lessons and religious beliefs that influence ethical decision making. Research different ethical dilemmas that have faced modern American society. Examine the various approaches that can be taken when making ethical decisions. Evaluate how ethical philosophy and social issues intersect. Determine how Kant’s Categorical Imperative relates to ethics.	Current articles and resource binders Student workbooks Internet Magazines Newspapers Videos Parents Community resources	Lecture and class discussion Read editorialized articles that explore both the pro and con positions on the same issue Compare and discuss student responses to different topics relating to philosophers and their ideologies Assign students to lead a Socratic Seminar based on a specific piece of text Develop a presentation that addresses a specific ethical dilemma Compare and contrast the ideologies of key philosophers and historical figures	Written tests and quizzes Worksheets Project assessments Article summaries Notebook assessments Responses to discussion questions Journal assessments Skits/Role Playing Oral Presentations
What modern dilemmas have been handled ethically? What modern dilemmas have not been handled ethically?			Create posters and/or power point presentations Write response papers dealing with a specific philosopher or ideology Debate possible approaches to various ethical dilemmas Watch documentaries that chronicle historical ethical dilemmas	
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. 				

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #7: Aesthetics

Enduring Understandings: Art is a form of expression that reflects the attitudes, convictions and temper of society.

Music reflects the cultural values and movements of society.

Essential Questions: What is the role of art in society?

What is beauty and what is its function in modern society?

Do we “learn” from a piece of art?

What impact does music have on people? Society?

Does music reflect the cultural values of society, or do social values reflect music culture?

Unit Goal: The student will examine both historical and modern art with the purpose of evaluating a work of art’s function in society, ability to reflect cultural values, as well as its elicited aesthetic response.

Duration of Unit: 1 week, and ongoing throughout the year

NJCCCS: 6.1.A.1-8; 6.2. A.1-7; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8; 1.1 A.1-3, B.1-2; 1.4 A.1-3, B.1-2; 1.5 A.1-2, B.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is aesthetics?	Brainstorm possible definitions for art.	Current articles and resource binders	Lecture and class discussion	Written tests and quizzes
What does it mean to think philosophically about art?	Identify how cultural norms, history and religious beliefs influence art.	Paintings	Read editorialized articles that explore both the pro and con positions on the same piece of art	Worksheets
What constitutes art?	Research different pieces of controversial art to determine how society reacted.	Internet	Compare and discuss student responses to different topics relating to philosophers and their ideologies	Project assessments
Do freedom of expression and art go hand in hand?	Analyze the role of art in modern society.	Magazines	Examine different pieces of art and evaluate its beauty, role in society and overall impact on culture	Article summaries
Should art be censored if it is controversial or subversive?	Examine instances where art was censored, as well as the resulting consequences.	Newspapers	Write a persuasive speech that defends a controversial piece of art	Notebook assessments
What role does art play in society?	Examine different examples of propaganda and marketing materials to determine whether it should be considered art.	Videos	Create posters and/or power point presentations	Responses to discussion questions
Should propaganda materials or marketing campaigns be considered art?	Evaluate the intersectionality of art and beauty.	Parents	Examine controversial marketing materials to determine whether it should be considered art	Journal assessments
Is art the same as beauty?		Community resources		Skits/Role Playing
				Oral Presentations

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #8: Modern American Music

Enduring Understandings: Art is a form of expression that reflects the attitudes, convictions and temper of society.
Music reflects the cultural values and movements of society.

Essential Questions: What is the role of art in society?
What is beauty and what is its function in modern society?
Do we “learn” from a piece of art?
What impact does music have on people? Society?
Does music reflect the cultural values of society, or do social values reflect music culture?

Unit Goal: The student will analyze the importance of music as a form of expression, social commentary and art.

Duration of Unit: 4 weeks

NJCCCS: 6.1.A.1-8, 6.2. A.1-7; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8; 1.1 A.1-3, B.1-2; 1.4 A.1-3, B.1-2; 1.5 A.1-2, B.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is music? What kind of music is uniquely American? What purpose(s) does music serve in American society? Is music art? What makes a piece of music controversial? How does music reflect social and cultural movements? Is music a form of protest?	Brainstorm possible definitions of music. Identify how cultural norms, history and religious beliefs influence music. Research different genres and individual artists who are considered controversial and determine how society reacted. Analyze the role of music in modern society. Examine instances where music was censored. Analyze the intersectionality of art and music. Assess what role music has played over time in promoting social change through protest.	Current articles and resource binders Songs Internet Magazines Videos Parents Community resources	Lecture and class discussion Read song lyrics to interpret meaning, and connect the themes of the song to a social movement to illuminate the role of social context in music Assign a student research project that explores a specific time period/genre of music in US history Compare protest music across history to determine whether the music reflects or causes social change Create posters and/or power point presentations Examine period films to determine what role music plays in society at that distinct period in time	Written tests and quizzes Worksheets Project assessments Lyric summaries Responses to discussion questions Oral Presentations

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District
Topics in Philosophy (Honors)**

Unit #9: Senior Legacy Project

Enduring Understandings: A legacy is how someone will be remembered.

Effective speakers use appropriate diction, inflection, body language and logic to clearly present their ideas.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions: What is a legacy?

What factors determine how a person, group or time period is remembered?

How do effective speakers clearly present their ideas?

How do context and audience impact the writing process?

How do effective writers lay out their argument and supporting evidence?

Unit Goal: The student will analyze the importance of a legacy, evaluate the various areas of the school that require improvement, and will then work collaboratively to create a proposal and presentation with the goals of obtaining the opportunity to implement their “legacy” project.

Duration of Unit: 4 weeks

NJCCCS: 6.1.A.1-8; 3.5.A.1; 3.3 A.1-4, B.1-7, C.1, D.1-6; 3.2.A.4,7, B.1-12, C.1-8, D.1-8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is a legacy?</p> <p>What determines how someone or something is remembered?</p> <p>Is it possible to create a legacy or is a legacy created for someone?</p> <p>What steps must be followed to ensure that a successful legacy project is implemented?</p>	<p>Brainstorm all possible project ideas.</p> <p>Evaluate the needs of the school to determine what areas most need improvement.</p> <p>Research what components of the project must be completed in order for the chosen project to have a successful outcome.</p> <p>Assess what makes a presentation persuasive and how these components could be implemented to the Senior Legacy Project presentation.</p> <p>Reflect on the lessons learned from completing this project.</p>	<p>Teachers and Administrators</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Parents</p> <p>Community resources</p>	<p>Class discussion</p> <p>Examine past legacy proposals to gain insight into what ideas may be implemented effectively</p> <p>Conduct a brain dump in which students explore all possible project ideas</p> <p>Write a formal proposal that lays out the need being addressed, objectives, budget and timetable</p> <p>Create posters and/or power point presentations to persuade the administration to select a specific project proposal</p> <p>Write “A Letter to a Future Me” that reflects on what lessons were learned in high school</p>	<p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Oral Presentations</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.