

<u>Unit/Area of Study</u>	<u>Students will demonstrate understanding by</u>	<u>Key Vocab and Concepts</u>	<u>Resources</u>	<u>Assessment</u>
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COURSE GOALS Students will...

Use logic and the analytical process to increase understanding of one's world: personal life, politics, learning, arts
 Display an understanding of the fundamentals of what philosophy is, how philosophy is done, and who has “done” it
 Increase interest and skill in independent learning through reading, listening, writing and speaking

Defining Philosophy as a Discipline				
Basic definitions of philosophy: personal	initiating personal definitions, reading and answering questions from an article, initiating personal goal setting	philosophy	"Invitation to Philosophy"	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
Basic definitions of philosophy: academic	defining basic terms on note sheets, reading and answering questions from an article regarding consciousness and reality, using the terms in conversation and in their personal goal setting	Ethics, Epistemology, Aesthetics, logic, social and political, religious, metaphysics	"The Mystery of Consciousness", <i>What the Bleep do We Know</i> ,	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
Golden Age of Greece and "pre-Socratics				
Socrates, Plato, Aristotle	Identifying the roots of philosophy, Identifying the fundamental traits of the Golden Age of Greece, describe and compare/contrast the fundamental tenets of	metaphysics/physics, sophistry, materialists, Socratic method, Existence § God § Time § Cosmology § Ontology	<i>Lost Civilizations: The Golden Age of Greece</i> (video), excerpts from <i>The Republic</i> (in <i>World Masterpieces</i>): <i>The Dialogues</i> , "The Apology" and "The Allegory of the	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts

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	Socrates, Plato, and Aristotle's philosophies		Cave", "Classic Thought: Plato", "Aristotle: High-minded Man"	
Hellenistic Philosophers: Epicureans, Stoics, Skeptics, Cynics	Identifying, describe and compare/contrast the fundamental traits of the Hellenistic Philosophers, applying basic tenets to contemporary ethical situations	Epicureanism, Stoicism, Skepticism, Cynicism	excerpts from <i>The History of Philosophy</i> , online sources, <i>Philosophy for Dummies</i>	Observed participation in discussion and readings, objective test at 6 weeks, essay on test AND 3-D poster presented orally and completed in groups of three that measure understanding of terms/concepts
Logics and Argument				
Logics and Argument	Defining basic terms, reading and answering questions from an article regarding logic/argument steps, analyzing class arguments and by beginning to use the terms in class discussion	Analytical reasoning, argument, conclusion, premise, logical fallacies, logic, valid/invalid	various film clips and articles that display both valid/invalid argument, "Patterns of Reasoning I and II"	Observed participation at attempts to use logic in class discussion, objective test at 6 weeks, use of logic in essay on test

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Philosophy of Religion				
World Religion Components	Defining basic tenets of major world religions, using the terms of religion in class conversation, creating questions for guest speakers, comparing/contrasting tenets, applying tenets to personal value/beliefs, describing major differences between Western religion and Eastern philosophy	value/beliefs, God/diety, spirituality, doctrine, and religion, theist, atheist, agnostic, mono/polytheistic, dogma, salvation	<i>Islam: Empire of Faith</i> , <i>The History of Philosophy</i> , <i>Religion for Dummies</i> , guest speakers from a variety of beliefs, "Father Abraham", "Lisa Goes Buddhist"	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts AND by completing an individual power point presentation OR a pamphlet on a religion of choice (students present and then are tested on their presented info)
Proofs for God	defining, comparing/contrasting, and analyzing each proof for validity, applying proofs to contemporary arguments in religion	Ontological, Cosmological, and Teleological	<i>20/20: The Power of Belief video</i>	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
Augustine and Aquinas	describing Thomism, identify the Medieval period's major focus, and describing the major contribution of said philosophers	Thomism, Ockham's Razor, The Two Spheres of Truth	"Medieval Philosophy"	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts

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The Beginning of Science and The Renaissance

Copernicus to Newton	Identifying, describe and compare/contrast the fundamental contribution of each scientist or philosopher, describing the significant shift from the Medieval period, apply concepts to contemporary rulers and politics	Brahe, Kepler, Copernicus, Galileo, Newton, renaissance,	<i>The History of Philosophy</i>	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
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The Prelude to Modern Philosophy

Descartes: The Rationalists vs. the Empiricists	Identifying, describe and compare/contrast the fundamental contribution of each philosopher, describing the significant between the two camps, defining what they personally know and how they know "it"	Hobbes, Machiavelli, Cartesian Doubt, Rationalism, Empiricism, epistemology	"The Prince" (<i>in World Masterpieces</i>), <i>The History of Philosophy, Discovery Channel: The Prince (video)</i> , excerpt from <i>Waking Life</i> , "Failure of the Village" (news article)	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
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Existentialism

Existentialism	Identifying, describe and compare/contrast the fundamental contribution of each philosopher, applying concepts to interpret a work of art	Nietzsche, Kierkegaard, Sartre, Husserl, Camus, existentialism	<i>The History of Philosophy</i> , online sources, excerpt from <i>Rosencrantz and Guildenstern are Dead</i> , various artwork that displays existential concepts	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts AND by completing an individual
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				power point presentation interpreting a work of art
Epistemology in the Media				
Epistemology in the Media	Various	Applying course skills (logic, reasoning, rhetoric, historical philosophical knowledge) to epistemology in modern medium, analyzing and critiquing advertisements, cultural messages, and popular entertainment/news, applying knowledge of personal values to cultural values	epistemology, media, metaphor, the "mook", the "midriff"	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts
Contemporary Ethics				
Contemporary Ethics	Various: death penalty, freedom of speech, personal freedom, politics, supreme court issues	Applying course skills (logic, reasoning, rhetoric, historical philosophical knowledge) to contemporary topics	(see above); content specific info (changes yearly/weekly); ethics, values, morals, norms, mores	Observed participation in discussion and readings, objective test at 6 weeks, essay on test that measures understanding of terms/concepts

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