

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**CONTEMPORARY GLOBAL ISSUES SPECIALIZED**  
**LEARNING CENTER**

**HONORS PHILOSOPHY**

**COURSE PHILSOPHY**

The purpose of Honors Philosophy is to provide students with the fundamental knowledge and skills necessary in order to critically and analytically examine ethical and philosophical situations. Students will be provided with a classroom environment that encourages the examination of philosophical writings and the promotion of independent thinking.

**COURSE DESCRIPTION**

Grade Level: 11

Department: CGI

Course Title: Honors Philosophy

Credits: 2.5

Course Code: 23315X

**BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010**

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

## **Board of Education**

Mr. Ronald G. Lawson, President  
Mr. Hershey Moses, Vice President

Mr. William Bruno  
Mr. Tom Caiazza  
Mrs. Elizabeth Canario  
Mr. Barry Hochberg  
Mrs. Kathie Lavin  
Mr. Christopher Placitella  
Mrs. Jennifer Sutera

Dr. Suzanne Koegler, Acting Superintendent  
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum  
and Instruction

## **Curriculum Writing Committee**

Ms. Victoria Quinn  
Ms. Kathryn Shanley

## **Supervisor**

Ms. Judith Newins

## **Course Philosophy**

The purpose of Honors Philosophy is to provide students with the fundamental knowledge and skills necessary in order to critically and analytically examine ethical and philosophical situations. Students will be provided with a classroom environment that encourages the examination of philosophical writings and the promotion of independent thinking.

## **Course Description**

Honors philosophy examines ideas regarding the structure of an argument, the role and relationship of citizenship, justice, religion and government. Students are asked to consider essential questions which are directly linked to the standards prescribed in the New Jersey Core Curriculum Content Standards.

This course will focus on analyzing the corner stones of society and the relationship citizens have with them. Essential questions focusing on political philosophy and its relationship with society, politics and human nature, advocates political goals and the institutional means to them, the reasons behind the essential nature of the state and the citizens' rights and duties. Students will recognize the ways in which these studies interact and attempt to answer basic questions concerning human conduct and order through historical study of philosophical writings dating from the classical to modern periods.

**Freehold Regional High School District  
Curriculum Map**

**CGI/Honors Philosophy**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.12.A.3 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Arguments can be constructed in a variety of ways.	<p>What does the study of ethics entail?</p> <p>What is an ethical issue?</p> <p>How does one analyze an ethical argument?</p> <p>How does one describe varying ethical perspectives?</p> <p>What are the essential pieces for constructing an argument?</p> <p>How do philosophers provide validity to their arguments?</p> <p>How does one differentiate between a weak and a strong argument?</p>	Students will create their own ethical dilemmas and justify them through a written essay.	Multi-Media Presentation on the components of a strong argument	Students will study an ethical dilemma and create an ethical argument explaining their position towards the dilemma.
6.2.12.A.3 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Justice is subjective to culture and time period.	<p>What factors can influence a person's perception of justice?</p> <p>How can one find balance through justice?</p> <p>Why is it challenging to define justice within narrow parameters?</p> <p>What necessary tools must a state possess in order to provide justice for all?</p> <p>Is justice for all truly attainable?</p> <p>In what ways has the definition of justice evolved?</p>	Two minute class speech: "What does justice mean to you?"	Guided Reading Questions and Reading comprehension quiz.	Role Play- Students will create skits exploring the various definitions of justice that have been discussed throughout the unit
6.2.12.A.3 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Citizenship is affected by circumstance	<p>Why should one obey the laws of the state?</p> <p>How is the value of a citizen measured?</p> <p>What is citizenship?</p> <p>How can a successful relationship between the citizen and the state be created?</p> <p>Does the state give citizens power or do the citizens give the state power?</p>	Pre-Essay: Students will respond in 500 words: What are the qualities of a good, moral citizen.	Gallery Walk responding to various philosophers definition of citizenship	1200 Word Essay: Is there one definition of "citizenship" that is applicable to the global community?

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.2.12.A.2 6.2.12.A.3 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Governmental structure is both directly and indirectly influenced by ethical and political thought.	What is the justification of the state?  What are the principle functions of the state?  How is a state created?  How do political theories influence government structure?  What are the ethical responsibilities of a government to its citizens?	Group Presentations: What is the state of nature and what does it imply about human nature?	Debate on the relationship between citizenship and the success of the state.	Unit Test
6.2.12.A.3 6.2.12.D.2 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Major world religions stem from core values and impact ethical and political decisions	What are the core values of major world religions?  How are the major world religions similar and different?  How does religion impact a person's ethical decision making?  How does religion influence political opinion?  What is needed to reach a balance between religion and politics when making ethical decisions?	Pre-Test on the cornerstones of the major world religions	Guided Questions to accompany various reading assignments.	Student Group Multi-Media Presentations on the cornerstones of one of the major world religions.
6.2.12.A.3 9.1.12.A.1 9.1.12.C.5 9.1.12.D.1	Philosophy is an ongoing dialogue focused around universal themes.	What do philosophers discuss?  How is everyone a philosopher?  What does it mean to be a philosopher?  What topics can be considered universal themes of philosophy?  How do philosophers provide validity to their arguments?  What elements need to be present in order to create a strong philosophical position?	Students will analyze an ethical argument and draw conclusions from it.	Peer editing/reviewing of personal ethical philosophies	Each student will create their own ethical philosophy which will be presented through a 1200 word essay and a multi-media presentation

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**CGI/Honors Philosophy**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Introduction to Philosophical Thought	<p>Arguments can be constructed in a variety of ways. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will achieve a foundation in the study of philosophy through the identification of various philosophical terms and concepts.</p>	1 week
Unit #2: Construction of an Argument	<p>Arguments can be constructed in a variety of ways. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will acquire the necessary skills to construct a philosophical argument which addresses all perspectives of an ethical dilemma.</p>	2 weeks
Unit #3: Justice	<p>Justice is subjective to culture and time period. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will identify philosophical themes of justice while defending the subjective nature of justice within society.</p>	2-3 weeks
Unit #4: Citizenship	<p>Citizenship is affected by circumstance. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will define citizenship and identify the various roles a citizen can hold within a state.</p>	2-3 weeks
Unit #5: Government Structure	<p>Governmental Structure is both directly and indirectly influenced by political thought. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will think critically about the development and sustainability of structured government and the relationships that exist between a State, its citizens and ethical decision making.</p>	3 weeks
Unit #6: World Religions	<p>Arguments can be constructed in a variety of ways. Major world religions stem from similar core values and impact ethical and political decision making. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will identify major world religions' direct and indirect influence on political and ethical world views.</p>	3 weeks
Unit #7: Building on Universal Themes	<p>Arguments can be constructed in a variety of ways. Philosophy is an ongoing dialogue focused around universal themes.</p> <p>Students will create their own philosophical perspective based upon the theories they have studied throughout the course of the semester.</p>	3 weeks

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #1: Introduction to Philosophical Thought**

**Enduring Understandings:** Arguments can be constructed in a variety of ways.  
 Philosophy is an ongoing dialogue focused around universal themes.

**Essential Questions:** What does the study of ethics entail?  
 What is an ethical issue?  
 What do philosophers discuss?  
 What does it mean to be a philosopher?  
 What topics can be considered universal themes of philosophy?

**Unit Goal:** Students will achieve a foundation in the study of philosophy through the identification of various philosophical terms and concepts.

**Duration of Unit:** 1 week

**NJCCCS:** 6.2.12.A.3, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How are ethics and morality interrelated?</p> <p>In what ways can ethical issues be measured and interpreted?</p>	<p>Students will understand the following introductory concepts and terms: ethics, morals, objectivism, deontological, consequentialist, normative, inductive, deductive and ethnocentrism</p> <p>The question of morality is an integral component to the study of ethics.</p> <p>The ethical position is only as good as the reasons that one can give to support it.</p>	<p>Introductory Ethical and Political Philosophy terms:  <a href="http://mb-soft.com/believe/txo/philterm.htm">http://mb-soft.com/believe/txo/philterm.htm</a></p> <p>General Philosophy Links:  <a href="http://philosophy.lander.edu/gen_phil_links.html">http://philosophy.lander.edu/gen_phil_links.html</a></p> <p>Excerpt from Louis Pojman’s <u>The Logic of Subjectivity</u></p> <p><u>On the Nature and Problem of Ethics</u>-A.I. Melden</p> <p><u>Queen vs. Dudley</u></p>	<p>Direct instruction of key concepts.</p> <p>Teacher-facilitated class discussions concerning the relationship between various philosophical terms and themes.</p> <p>Cooperative learning experiences.</p> <p>“This I Believe” Speeches</p>	<p><u>Diagnostic:</u> Teacher facilitated discussion of the Baby Theresa anencephaly scenario. 500 word student reaction paper.</p> <p><u>Formative:</u> Philosophical Chairs activity on Queen vs. Dudley and philosophical key terms</p> <p><u>Summative:</u> Unit Test</p>

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #2: Construction of an Argument**

**Enduring Understandings:** Arguments can be constructed in a variety of ways.

- Essential Questions:** What does the study of ethics entail?  
 What is an ethical issue?  
 How does one analyze an ethical argument?  
 What are the essential pieces for constructing an argument?  
 How does one differentiate between a weak and a strong argument?

**Unit Goal:** Students will acquire the necessary skills to construct a philosophical argument which addresses all perspectives of an ethical dilemma.

**Duration of Unit:** 2 weeks

**NJCCCS:** 8.1 A1, 9.2 A1-5; B1-3; C1-2; D1-5

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the essential components of a well developed argument?	The essential parts of a well developed argument are a premise and a conclusion.	Sample Ethical Dilemmas: <a href="http://www.cariboo.bc.ca/ae/php/phil/mclaughl/courses/ethics/bioeth/dilemmas.htm">http://www.cariboo.bc.ca/ae/php/phil/mclaughl/courses/ethics/bioeth/dilemmas.htm</a>  The Generalized Structure of Moral/Ethical Dilemmas: <a href="http://www.friesian.com/dilemma.htm">http://www.friesian.com/dilemma.htm</a>	Direct Instruction on the structure of an ethical dilemma	<u>Diagnostic:</u> Students will create their own ethical dilemmas  <u>Formative:</u> Multi-Media Presentation on the components of a strong argument  <u>Summative:</u> Students will study an ethical dilemma and create an ethical argument explaining their position towards the dilemma.
What are ethical arguments in response to?  What is an ethical dilemma?	Ethical arguments are created in response to ethical dilemmas.		Collaborative Learning Groups  Teacher-facilitated class discussions	
How are ethical arguments evaluated?  What elements are needed in order to create a strong analysis of an ethical argument	Ethical issues can be evaluated through the use of the various structures of an argument.  In order to analyze an ethical argument one must obtain a strong understanding of all perspectives involved in the ethical dilemma.  The ethical position is only as good as the reasons that one can give to support it.		Gallery Walk responding to various ethical dilemmas  Peer Editing of students summative assessment papers.	

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #3: Justice**

**Enduring Understandings:** Justice is subjective to culture and time period.  
 Philosophy is an ongoing dialogue focused around universal themes.  
 Arguments can be constructed in a variety of ways.

**Essential Questions:** What factors can influence a person’s perception of justice?  
 Why is it challenging to define justice within narrow parameters?  
 Is justice for all truly attainable?  
 In what ways has the definition of justice evolved?

**Unit Goal:** Students will identify philosophical themes of justice while defending the subjective nature of justice within society.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.2.12.A.3, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How is justice measured?  Who is responsible for measuring justice within a community?	The measurement of justice changes over time.	Excerpts from Plato’s <u>Republic</u>  The Craft Analogy and the <u>Republic</u> <a href="http://www.molloy.edu/sophia/plato/republic/rep1a_comm.htm#Digression">http://www.molloy.edu/sophia/plato/republic/rep1a_comm.htm#Digression</a>	Direct Instruction on defining justice.  Student led circle seminars on the various class readings.	<u>Diagnostic:</u> 2 minute class speech: “What does justice mean to you?”
Is justice subjective to its culture and time period?  How can culture and time period influence the execution of justice?	The definition of justice is subjective to the society in which it is created.  Justice for one may or may not be justice for all.	Excerpts from Aristotle’s <u>Politics</u>  Excerpts from Machiavelli’s <u>The Prince</u>  Excerpts from Locke’s <u>Second Treatise</u>	Collaborative learning groups  Public Speaking	<u>Formative:</u> Guided Reading Questions and Reading comprehension quiz.
What are the elements of justice?  How does the state of nature differ from the state?  How does the definition of justice change when moving from the state of nature into the state.	A difference exists between the justice found within a state and the justice found within the state of nature.	Excerpts from Rawls’ <u>Justice as Fairness</u>	Individual Reading Comprehension	<u>Summative:</u> Role Play- Students will create skits exploring the various definitions of justice that have been discussed throughout the unit.

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #4: Citizenship**

**Enduring Understandings:** Citizenship is affected by circumstance  
 Philosophy is an ongoing dialogue focused around universal themes.  
 Arguments can be constructed in a variety of ways.

**Essential Questions:** Why should one obey the laws of the state? How is the value of a citizen measured? What is citizenship?  
 How can a successful relationship between the citizen and the state be created? Does the state give citizens power or do the citizens give the state power?

**Unit Goal:** Students will define citizenship and identify the various roles a citizen can hold within a state.

**Duration of Unit:** 2-3 weeks

**NJCCCS:** 6.2.12.A.3, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How is citizenship measured?  What qualifies someone as being a citizen?  How does the measure of citizenship vary among societies?	Each society creates an individual set of standards pertaining to citizenship.  Various levels of citizenship can exist within the same society.  In terms of political theory, citizenship is defined by a persons level of participation within the state.	Excerpts from Aristotle's <u>Politics</u>  Excerpts from Plato's <u>The Republic</u>  Excerpts from Machiavelli's <u>The Prince</u>  Excerpts from Rousseau's <u>Social Contract</u>  Excerpts from Hobbes' <u>Leviathan</u>	Teacher facilitated direct instruction.  Public Speaking  Debates  Graphic Organizers	<u>Diagnostic:</u> Pre-Essay: Students will respond in 500 words: What are the qualities of a good, moral citizen.  <u>Formative:</u> Gallery Walk responding to various philosophers definition of citizenship
How is a balance of power between the people and the state achieved?  What issues can be seen as inconsistencies in the relationship between a citizen and the state?	The state and its citizens must create a mutually beneficial relationship.  When an inconsistency exists in the relationship between citizen and state one group will inevitably dominate the other.	Excerpts from Locke's <u>An Essay Concerning...</u>  Excerpts from Marx's <u>The Communist Manifesto</u>  Excerpts from Neitzsche's <u>Beyond Good and Evil</u>	Individual Reading Comprehension  Real World Application of philosophical definitions and views concerning citizenship	<u>Summative:</u> 1200 Word Essay: Is there one definition of "citizenship" that is applicable to the global community?
What is a social contract?  What is the purpose of a social contract?	Some form of a social contract is needed in order to create a balance of power.	Excerpts from Kant's <u>Fundamental Principles</u>		

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #5: Government Structure**

**Enduring Understandings:** Governmental structure is both directly and indirectly influenced by ethical and political thought. Philosophy is an ongoing dialogue focused around universal themes. Arguments can be constructed in a variety of ways.

**Essential Questions:** What is the justification of the state? What are the principle functions of the state?  
 How is a state created? How do political theories influence government structure?  
 What are the ethical responsibilities of a government to its citizens?

**Unit Goal:** Students will think critically about the development and sustainability of structured government and the relationships that exist between a State, its citizens and ethical decision making.

**Duration of Unit:** 3 weeks

**NJCCCS:** 6.2.12.A.2, 6.2.12.A.3, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the State of Nature?  How is the state justified?	The State can be justified through a multitude of parameters.  The State is born out of the State of Nature.	Excerpts from Aristotle's <u>Politics</u>  Excerpts from Plato's <u>The Republic</u>	Teacher facilitated direct instruction.  Student led circle seminar discussions	<u>Diagnostic:</u> Group Presentations: What is the state of nature and what does it imply about human nature?
How can the state provide for the well being of its citizens?  In what ways can political ideologies reflect societal norms and values?  Is the structure of the state concrete or malleable?	The structure of the State can change in accordance to the citizens' needs.  The State is responsible for the well being of its citizens.  Political ideals are reflective of society's values.	Excerpts from Rousseau's <u>Social Contract</u>  Excerpts from Hobbes' <u>Leviathan</u>  Excerpts from Locke's <u>An Essay Concerning...</u>	Philosophical Chairs Activity  "Meeting of the Minds" student led discussions  Public Speaking	<u>Formative:</u> Debate on the relationship between citizenship and the success of the state.
What role do citizens play in the success of the state?  How is a government's success related to experience of its citizens?	The success of the government is conducive to the relationship between citizens and state.  The citizens plan an integral role in the success of the state.	Excerpts from Marx's <u>The Communist Manifesto</u>  Excerpts from Nozick's <u>Anarchy, State and Utopia</u>	Collaborative Learning Groups	<u>Summative:</u> Unit Test

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #6: World Religions**

**Enduring Understandings:** Major world religions stem from core values and impact ethical and political decisions  
 Philosophy is an ongoing dialogue focused around universal themes.  
 Arguments can be constructed in a variety of ways.

**Essential Questions:** What are the core values of major world religions? How are the major world religions similar and different?  
 How does religion impact a person’s ethical decision making? How does religion influence political opinion?  
 What is needed to reach a balance between religion and politics when making ethical decisions?

**Unit Goal:** Students will identify major world religions’ direct and indirect influence on political and ethical world views.

**Duration of Unit:** 3 weeks

**NJCCCS:** 6.2.12.A.3, 6.2.12.D.2, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What common themes exist among the cornerstones of the major world religions?  What core beliefs do the major world religions function off of?	Common themes exist among the cornerstones of the major world religions.	Excerpts from Aquinas’ <u>Summa Theologica</u>  Excerpts from Augustine’s <u>City of God</u> .  Major World Religions Summarized: <a href="http://www.omsakthi.org/religions.html">http://www.omsakthi.org/religions.html</a>	Teacher facilitated direct instruction  Student Group Presentations  Guided Reading Assignments	<u>Diagnostic:</u> Pre-Test on the cornerstones of the major world religions  <u>Formative:</u> Guided Questions to accompany various reading assignments.
How are religion and ethical decision making interrelated?  Is it possible to truly separate religion and politics?  How can a person’s religion impact their political views?  How are religion, ethics and politics interrelated?	The role of religion for a citizen directly affects their ethical decision making.  The role of religion for a citizen directly influences their political ideals.  Religion, politics and ethics are undoubtedly interconnected.	History of World Religions: <a href="http://www.mnsu.edu/emuseum/cultural/religion/">http://www.mnsu.edu/emuseum/cultural/religion/</a>  Excerpts from Gandhi’s <u>Non-Violent Resistance</u>  Philosophy in the World Religions: <a href="http://pegasus.cc.ucf.edu/~janzb/pwrel/">http://pegasus.cc.ucf.edu/~janzb/pwrel/</a>  George Rudebusch’s <u>Ethics, Practical Reasoning and Political Philosophy in Antiquity and in Christian, Jewish and Islamic Philsoophy</u> . <a href="http://www.jstor.org/pss/1399032">http://www.jstor.org/pss/1399032</a>	Collaborative Learning Groups  Student led Circle Seminars  Graphic Organizers  Current Events	<u>Summative:</u> Student Group Multi-Media Presentations on the cornerstones of one of the major world religions.

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**CGI/Honors Philosophy**  
**Unit #7: Building on Universal Themes**

**Enduring Understandings:** Philosophy is an ongoing dialogue focused around universal themes.  
 Philosophy is an ongoing dialogue focused around universal themes.  
 Arguments can be constructed in a variety of ways.

**Essential Questions:** What do philosophers discuss? How is everyone a philosopher? What does it mean to be a philosopher?  
 What topics can be considered universal themes of philosophy? How do philosophers provide validity to their arguments?  
 What elements need to be present in order to create a strong philosophical position?

**Unit Goal:** Students will create their own philosophical perspective based upon the theories they have studied throughout the course of the semester.

**Duration of Unit:** 3 weeks

**NJCCCS:** 6.2.12.A.3, 9.1.12.A.1, 9.1.12.C.5, 9.1.12.D.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What universal themes exist within various world philosophies?</p> <p>Do the themes presented in major world philosophies change over time?</p>	<p>A basis of universal themes exists within studied world philosophies.</p> <p>The issues addressed in major world philosophies are a direct reflection of the time period in which the philosophies were written.</p>	<p>How to Write A Philosophy Paper:  <a href="http://www.cariboo.bc.ca/ac/php/phil/mclaughl/courses/howrit.htm">http://www.cariboo.bc.ca/ac/php/phil/mclaughl/courses/howrit.htm</a></p> <p>Sample Ethical Reflections:  <a href="http://web.hks.harvard.edu/publications/workingpapers/topic_area.aspx?LookupCode=EPP">http://web.hks.harvard.edu/publications/workingpapers/topic_area.aspx?LookupCode=EPP</a></p>	<p>Teacher Facilitated Direct Instruction</p> <p>Collaborative Learning Groups</p> <p>Peer Editing</p>	<p><u>Diagnostic:</u> Students will analyze an ethical argument and draw conclusions from it.</p> <p><u>Formative:</u> Peer Editing/Reviewing of personal ethical philosophies</p>
<p>What is the process used to analyze an ethical argument?</p> <p>Why is it important to have a strong understanding of all views of an ethical argument when prior to evaluating the argument?</p> <p>How does one create a personal philosophy out of an ethical argument?</p>	<p>In order to analyze an ethical argument one must obtain a strong understanding of all perspectives involved in the ethical dilemma.</p> <p>Analysis of an ethical argument is done through a multi-step process.</p> <p>Ethical arguments form the basis for personal philosophies.</p>	<p><i>The Ethicist</i> Excerpts</p> <p>Gilbert Harman's <i>Three Trends in Moral and Political Philosophy</i>.  <a href="http://www.princeton.edu/~harman/Papers/Trends.pdf">http://www.princeton.edu/~harman/Papers/Trends.pdf</a></p>	<p>Multi-Media Presentations</p> <p>Guided Reading Questions</p> <p>Circle Seminar Discussions</p>	<p><u>Summative:</u> Each student will create their own ethical philosophy which will presented through a 1200 word essay and a multi-media presentation</p>

**Suggestions on how to differentiate in this unit:**

- Utilize appropriate forms of technology to appeal to the various learning styles.
- Obtain copies of the textbook on CD for students who are auditory learners.
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may provide supplementary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of the unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.