

MOHONASEN CENTRAL SCHOOL DISTRICT

Curriculum Map for Philosophy  
Grade 12

MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week One</b>	Introduction and Key Concepts	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 1-3	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Definitions of Philosophy -Terminology -Branches of Philosophy	-What is philosophy? -Why study philosophy? -In what ways are philosophy, religion, and science similar ? -What is the "value" of studying philosophy? -What are two aspects of questions that make them philosophical? -What are three specific benefits that can come from studying philosophy?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week Two</b>	<p>Two problems of philosophy:</p> <ul style="list-style-type: none"> <li>-Free will vs. determinism</li> <li>-Cultural relativism</li> </ul>	<p>Standards 1, 2, 3, 4</p> <p>Students will read, write, listen and speak for:</p> <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<p><u>Sophie's World</u></p> <p>Related handouts</p>	<ul style="list-style-type: none"> <li>-Perform critical analysis and make judgments about the validity of a philosophical position</li> <li>-Articulate multiple perspectives to summarize different arguments and provide critiques</li> <li>-Recognize content-specific vocabulary</li> <li>-State an opinion and develop a thesis providing supporting evidence</li> <li>--Write and share personal reactions to curriculum using journal format</li> </ul>
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	<ul style="list-style-type: none"> <li>-Free will</li> <li>-Determinism</li> <li>-Compatibilism</li> <li>-Libertarianism</li> <li>-Agency</li> <li>-Cultural relativism</li> <li>-Ethical absolutism</li> </ul>	<ul style="list-style-type: none"> <li>-What is the free will/determinism debate? What is meant by "hard determinism" and "soft determinism"?</li> <li>-What is the argument for free will known as Compatibilism?</li> <li>What is the argument for free will known as Libertarianism?</li> <li>-What are logical and theoretical problems and objections to cultural relativism?</li> </ul>	<ul style="list-style-type: none"> <li>-Reading quizzes</li> <li>-Journal writing</li> <li>-Unit tests</li> <li>-Essay response</li> </ul>	<p><u>Sophie's World</u></p> <p>Related handouts</p> <p><u>Sophie's World</u> CD-Rom</p>

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week Three</b>	Pre-Socratic philosophy	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 3-6  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Mythological worldview -Natural philosophy -The problem of change -Thales, Anaximander, Anaximenes, Parmenides, Heraclitus, Empedocles, Democritus, Pythagoras	-What is the purpose of myths? -What were the pre-Socratics the first to do? -How do Heraclitus and Parmenides reflect two opposing modes of philosophical thought? -How does Empedocles attempt to resolve this debate? -Why is Democritus significant? -Why is Pythagoras so significant?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
Week Four	Socrates and Plato	- Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 7-9  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence -Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-The Sophists -Life and death of Socrates -The search for universals -Fate in the Greek world -Plato's Theory of Forms -Platonic Dualism -Platonic rationalism -Allegory of the Cave - <u>The Republic</u>	-Who were the Sophists and what was their philosophy? -Why might Socrates be mistakenly thought to be a sophist? -What is meant by: Problem of Socrates; Socratic Irony; Socratic Dialectic; gadfly? -What do we know about the life and death of Socrates? What is meant by stating that Socrates' philosophy is a "negative philosophy"? What is the "search for universals"? How does Plato reconcile the conflicting views of Heraclitus and Parmenides? What is the Theory of Forms? What is the significance of the allegory of the cave? What is the meaning and significance of <i>amnesia</i> and <i>eros</i> ? What was Plato's political philosophy?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week Five</b>	Aristotle	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapter 11  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Critique of Platonic Theory of Forms -Aristotelian causality; virtue; logic; - Nature's scale -Happiness as <i>eudomonia</i>	-How, specifically, did Aristotle react/respond to Plato's metaphysics? -How did Aristotle go about studying philosophy differently than Plato? -Is Aristotle a rationalist or an empiricist? -What is meant by "the four causes"? -What does <i>teleos</i> mean? How does it relate to Aristotle's philosophy? -What is Aristotle's conception of God? Of man? -What is meant by <i>eudomonia</i> ? What are "the three forms of happiness"? -How does Aristotle approach ethics? How is this different from Plato? -What are Aristotle's four character types? Three types of happiness? -What is the "Golden Mean"? -What is a syllogism (Logic)?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week Six</b>	Hellenism	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapter 12  Related handouts	<ul style="list-style-type: none"> <li>-Perform critical analysis and make judgments about the validity of a philosophical position</li> <li>-Articulate multiple perspectives to summarize different arguments and provide critiques</li> <li>-Recognize content-specific vocabulary</li> <li>-State an opinion and develop a thesis providing supporting evidence</li> <li>--Write and share personal reactions to curriculum using journal format</li> </ul>
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	<ul style="list-style-type: none"> <li>-Alexander's conquests</li> <li>-syncretism</li> <li>-individual salvation</li> <li>-Stoicism</li> <li>-Cynicism</li> <li>-Epicureanism</li> <li>-Neo-platonism</li> <li>-mysticism</li> </ul>	<ul style="list-style-type: none"> <li>-What is meant by Hellenism?</li> <li>-What are some characteristics of the time period?</li> <li>-What was the "project" of the Hellenistic philosophers?</li> <li>-What did the Cynics believe? Who was the most famous of them? (What does cynical mean today?)</li> <li>-What did the Stoics believe? Who was the most famous of the? (What does stoic mean today?)</li> <li>-What did the Epicureans believe? Who was the most famous of them? (What does epicurean mean today?)</li> <li>-What is hedonism? How does it relate to ethics?</li> <li>-What did the Neo-Platonists believe? Who was the most famous of them? How does it relate to (future) Christianity?</li> <li>-What does mysticism mean? How does it relate to philosophy?</li> </ul>	<ul style="list-style-type: none"> <li>-Reading quizzes</li> <li>-Journal writing</li> <li>-Unit tests</li> <li>-Essay response</li> </ul>	<ul style="list-style-type: none"> <li><u>Sophie's World</u></li> <li>Related handouts</li> <li><u>Sophie's World</u> CD-Rom</li> </ul>

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week Seven</b>	Indo-European and Semitic Culture	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapter 14  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Two world views: cyclic/linear sight/hearing speculation/historicity polytheism/monotheism reincarnation/salvation  -Life of Jesus -Birth of Christianity -St. Paul and the ancient world	-What are the differences between Indo-European culture and Semitic culture? -Why is Jesus an unlikely messiah? --In what ways were his teaching so radical to Jewish tradition? -Who was St. Paul? What role did he play in the development of Christianity? -What is the Creed? What does it say that is unlike any other religion? -What is the timeline of Christianity's initial growth? -What are the potential philosophical "problems" of the authority of scripture?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 8</b>	The Middle Ages	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapter 15  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	-The "dark" ages -Fall and division of the Roman empire -Faith vs./via reason -The problem of evil -St Augustine and Plato -St Augustine on time -St Aquinas and Aristotle -Proofs of God	-How "dark" were the middle ages? -What developments took place? -What three cultures did the Greco-Roman Empire split into? -What was the project of the philosophers of the middle ages? -What role does reason play in religious faith? -How is the philosophy of St. Augustine influenced by Plato? -How is the philosophy of St. Aquinas influenced by Aristotle?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 9</b>	The Renaissance and the Baroque periods	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 16-17  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-New humanism -Technological innovations -Pantheism -Scientific/empirical methods -heliocentric method -Newtonian physics -Determinism and the mechanistic universe -The Protestant Reformation	-How did the "new humanism" of the renaissance differ from Greek humanism? -what was thw impact of the most significant technological advances and inventions? -What is meant by the empirical method? -What is meant by the Copernican revolution? -What were the significant advancements made in physics by: Copernicus, Kepler, Galileo, and Newton. -What factors contributed to the Church's gradual loss of authority and power? -What are some of the characteristics of the baroque culture? -What "diametrically opposed modes of thought" were characteristic of baroque metaphysics? -What is meant by the mechanistic world view? How does this lead to determinism?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 11</b>	Descartes	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapter 18  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	-The mind-body problem -mathematical method of inquiry -Cartesian doubt -The Cogito proof -The ontological proof -Cartesian rationalism -Cartesian dualism	Why is Descartes considered "the father of modern philosophy"? How is Descartes able to build a "certain" philosophy despite beginning in "Cartesian doubt"? What does the phrase "cogito, ergo, sum" mean? Why is it significant to Descartes' philosophy? Explain what is meant by the term Cartesian dualism. Elaborate. What is subjectivity? How is Descartes the beginning of the growing role of subjectivity in modern philosophy? What is the Ontological Proof? What role does it play in Descartes' philosophy?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 12</b>	Spinoza, Locke	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 19, 20  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	Spinoza: -panentheism -monism -Spinoza and determinism -Spinoza's concept of freedom  Locke: -The mind as a "blank slate" -The origin of ideas -Primary and secondary qualities -Natural rights -Division of powers	Despite all his emphasis on God, why was Spinoza accused of being an atheist? How does Spinoza respond to the notion of Cartesian dualism? In what way does Spinoza understand determinism and free will? What is the significance of <i>sub specia aeternitatis</i> ? What were Locke's projects? What does "tabula rasa" mean? Why is it significant to Locke's philosophy? Explain what Locke meant by sensation and reflection and primary and secondary qualities. What aspects of Locke's political philosophy have had lasting impact?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 13</b>	Hume and Berkeley	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 21, 22  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	-Hume's "fork" and logical positivism -The problem of induction -Critiques of causality, ego, and metaphysics -Ethics as Emotivism  -Berkeley's criticism of primary qualities -Berkeley and Idealism	-Why is Hume considered a skeptic? -How does Hume clarify the "confusion" philosophers have made of the term "reason"? -What is the "problem of induction?" -Was Berkeley a rationalist or an empiricist? -What does Berkeley have to say about Locke's primary and secondary qualities? -What does "esse es percipi" mean? How does it figure into Berkley's philosophy? -"If a tree falls in the forest..." Why does Berkeley say it <i>would</i> make a sound?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 14</b>	The Enlightenment, Kant, and Romanticism	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 24, 25, 26  Related handouts	<ul style="list-style-type: none"> <li>-Perform critical analysis and make judgments about the validity of a philosophical position</li> <li>-Articulate multiple perspectives to summarize different arguments and provide critiques</li> <li>-Recognize content-specific vocabulary</li> <li>-State an opinion and develop a thesis providing supporting evidence</li> <li>--Write and share personal reactions to curriculum using journal format</li> </ul>
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	<ul style="list-style-type: none"> <li>-Characteristics of the Enlightenment</li> <li>-Kant's synthesis of rationalism and empiricism</li> <li>-Forms of Intuition</li> <li>-The "thing-in-itself"</li> <li>-Duty-based ethical theory</li> <li>-Characteristics of Romanticism</li> <li>-Rise of nationalism, folk culture, "geist"</li> </ul>	<ul style="list-style-type: none"> <li>-What is meant by the Enlightenment? What did Kant mean by saying that Hume's philosophy "awakened" him from his "dogmatic slumber"?</li> <li>Is Kant a rationalist or an empiricist? Why?</li> <li>-Why did Kant compare himself to Copernicus?</li> <li>-What is meant by forms of intuition?</li> <li>-What does <i>das ding an sich</i> mean?</li> <li>-What is meant by the terms noumenal, phenomenal, and transcendental idealism in Kant's philosophy?</li> <li>-What are practical postulates?</li> <li>-What is Kant's approach to ethics? What is the <i>categorical imperative</i>?</li> </ul>	<ul style="list-style-type: none"> <li>-Reading quizzes</li> <li>-Journal writing</li> <li>-Unit tests</li> <li>-Essay response</li> </ul>	<ul style="list-style-type: none"> <li><u>Sophie's World</u></li> <li>Related handouts</li> <li><u>Sophie's World</u> CD-Rom</li> </ul>

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 15</b>	Hegel and Kierkegaard	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 27, 28  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	CONCEPTS	KEY QUESTIONS	ASSESSMENTS	RESOURCES
	Hegel: -Philosophy as History -Hegelian Dialectic -Hegelian Idealism -Objective truth  Kierkegaard: -Existentialism in reaction to Hegel -Subjective truth -The leap of faith -Three stages of life	What "new" approach did Hegel take with his philosophy? What role does "truth" have in Hegel's philosophy? What is the Hegelian Dialectic? What is meant by <i>world spirit</i> and <i>absolute spirit</i> ? How is Kierkegaard's philosophy a reaction to Romanticism and Hegel? What was Kierkegaard's criticism of Christianity? Explain either/or. What is "truth" to Kierkegaard? What is "faith"? Explain. What is meant by Kierkegaard's three stages: aesthetic; ethical; religious What is meant by angst and the leap of faith?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 16</b>	<b>Marx and Darwin</b>	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 29-30  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	Marx: -Hegelian influences (Dialectic) -Economic Materialism -Political/Historical influences  Darwin: -Evolution and natural selection -Conflict with Church doctrine -Social Darwinism	Why did Marx say that he "stood Hegel on his head"? Was Marx an idealist or a materialist? What do the terms Conditions, means, and modes of production, Alienation, exploitation, bourgeoisie, proletariat mean? What are the basic principles of Darwin's theory of evolution and natural selection? Why would this be important to the history of philosophy? Why would this be important to the history of sociology and politics?  What is vitalism? Ecophilosophy?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 17</b>	Freud and Existentialism	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 31-32  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Freud's psychological man -Dream analysis -surrealism -implications of Freudian theory  -Twentieth century -Atheistic existentialism -Nietzsche as precursor	What were Freud's theories of the human mind? Relate key terms of Freud's theories: drives, pleasure principle, id, ego, superego, unconscious, preconscious, neuroses, repression, parapraxes, rationalization, projection, How is 20th century existentialism different from Kierkegaard's?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

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MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Week 18</b>	Sartre and Physics	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 33-34  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	-Existentialism as humanism -Nihilism and Ethics - <i>Bad faith</i> and <i>authenticity</i>  -End of Newtonian physics -Quantum Physics -Relativity theory	What is meant by the statement "existence precedes essence"? What does Sartre mean by alienation? What is meant by the statement "man is condemned to be free"? What is meant by "bad faith" and "authenticity"? How do Relativity, the Uncertainty Principle, and the physical nature of light characterize the new physics? What are the philosophical implications of this?	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom

**Curriculum Map for Philosophy**  
**Grade 12**

MONTH	UNITS	STANDARDS	TEXT CHAPTERS	SKILLS
<b>Weeks 19-20</b>	Review and miscellaneous	Standards 1, 2, 3, 4 Students will read, write, listen and speak for: <ul style="list-style-type: none"> <li>• Information and understanding</li> <li>• Literary response and expression</li> <li>• Critical analysis and evaluation</li> <li>• Social interaction</li> </ul>	<u>Sophie's World</u> Chapters 35-36  Related handouts	-Perform critical analysis and make judgments about the validity of a philosophical position -Articulate multiple perspectives to summarize different arguments and provide critiques -Recognize content-specific vocabulary -State an opinion and develop a thesis providing supporting evidence --Write and share personal reactions to curriculum using journal format
	<b>CONCEPTS</b>	<b>KEY QUESTIONS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
	Review	Review	-Reading quizzes -Journal writing -Unit tests -Essay response	<u>Sophie's World</u>  Related handouts  <u>Sophie's World</u> CD-Rom