



# Pemberton Township Schools Curriculum Guide

**Subject:** English

**Course:** English IV Honors: Western Philosophy

**Grade Level(s):** 12

**Written By:** Susan Williams

**Date:** October 2018

**Course Description:** English IV Honors I introduces students to some of the world's integral, yet most basic philosophies and leading philosophers. Special attention is given to the reflection of their ideas in the world's great literature. The course also stresses original research, which emphasizes analysis and logical, effective writing. Written and spoken skill development is highlighted by intensive terminological study. Students will be engaged in a rigorous course of study which will include substantial reading, research, analysis, and composition outside of the classroom: a project at the Philadelphia Museum of Art is required. Course of study includes Metaphysics, Phenomenology, Ethics, and Existentialism.

# English IV Honors: Western Philosophy

## Unit 1: Introduction to Philosophy & Phenomenology (2 weeks)

### Stage 1: Desired Results

#### Standards & Indicators:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and

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persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

**Central Idea / Enduring Understanding:** What is philosophy? How did it evolve? What are the different schools of philosophy?

**Essential/Guiding Question:** What is philosophy? What questions and issues does philosophy address? What is the Socratic Method? What is perception? What is reality and what is illusion?

## Interdisciplinary Connections:

Students develop a fuller understanding of Ancient Greek culture and customs.

## 21<sup>st</sup> Century Themes: (Check all that apply)

- X Global Awareness
- ☐ Environmental Literacy
- ☐ Health Literacy
- X Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy

## 21<sup>st</sup> Century Skills:

- X Creativity and Innovation
- X Critical Thinking and Problem Solving
- X Communication
- X Collaboration

## Content:

"The History of Philosophy" by Jeffrey Olen

## Skills(Objectives):

- to articulate beliefs about the world;

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| <p>“The Schools of Philosophy” by James E. Kasmarek</p> <p>“The Big Questions” by Robert C. Solomon</p> <p>“Reading Dialogue” from <i>The Republic</i> by Plato, from James E. Kasmarek</p> <p>“The Allegory of the Cave” by Plato</p> | <ul style="list-style-type: none"> <li>- to explain reasons for what is believed;</li> <li>- to categorize thoughts into the different schools of philosophy;</li> <li>- to analyze and create philosophic dialogue;</li> <li>- to identify hidden meaning within philosophical writings;</li> <li>- to examine the question of appearance versus reality (phenomenology); and</li> <li>- to apply the main ideas of the “Allegory of the Cave” from Plato’s <i>Republic</i> to a writing assignment depicting real-life situations</li> </ul> |
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## Stage 2: Assessment Evidence

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| <p><b><u>Performance Task(s):</u></b></p> <p>Check quizzes/tests will be given for reading content; classwork application activities</p> | <p><b><u>Other Evidence:</u></b></p> <p>Group Play-Doh activity with photo submission for Plato’s “Allegory of the Cave”</p> |
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## Stage 3: Learning Plan

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| <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Collaboration; independent study; kinesthetic activity; powerpoint presentations; group discussions</p> | <p><b><u>Resources:</u></b></p> <p>Kasmarek, James E. <i>Philosophy Book 1</i>. USA: The Center for Learning, 2002.</p> |
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

| High-Achieving Students  | On Grade Level Students   | Struggling Students  | Special Needs/ELL  |
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| <p>Additional reading from Plato’s <i>Republic</i></p> <p>“The Allegory of the Cave” application writing assignment by TedEd</p> | <p>Selected Reading Assignments; writing assignment; classroom activities</p> | <p>“Introduction to Philosophy powerpoint in Google Classroom;</p> <p>“The Allegory of the Cave” by TedEd supplemental video and questions</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> |

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|  |  |  | Provide visual aids<br>Repeated directions<br>Differentiate based on proficiency<br>Provide word banks<br>Allow for translators, dictionaries |
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## Unit 2: Metaphysics (3-5 weeks)

### Stage 1: Desired Results

#### Standards & Indicators:

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

## **Central Idea / Enduring Understanding:**

What is abstract thinking? What is the nature of reality?

## **Essential/Guiding Question:**

What is an abstract quality? What is abstract thinking? What does Metaphysical mean? What is the nature of reality? What is permanence and change? What are things made of? Are the mind and the body separate or are they

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|  | one in the same material or immaterial thing? What is free will and determinism? What is causality and is it possible to possess free will with it?  |
| <b><u>Interdisciplinary Connections:</u></b><br>Students will evaluate daily decision-making processes.  |  |
| <b><u>21<sup>st</sup> Century Themes: (Check all that apply)</u></b><br><input checked="" type="checkbox"/> Global Awareness<br><input type="checkbox"/> Environmental Literacy<br><input type="checkbox"/> Health Literacy<br><input checked="" type="checkbox"/> Civic Literacy<br><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy  | <b><u>21<sup>st</sup> Century Skills:</u></b><br><input checked="" type="checkbox"/> Creativity and Innovation<br><input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Collaboration  |
| <b><u>Content:</u></b><br>“Explaining Your World” by Thomas I. White<br>“Metaphysics Vocabulary” by James E. Kasmarek<br>“Plato’s Forms” by James E. Kasmarek<br>“Plato’s <i>Euthyphro</i> and Characteristics of Plato’s Forms” by Frank N. Magill<br>“Aristotle’s Metaphysics” by Jack B. Rogers<br>“Introduction to Descartes’ <i>Meditations VI</i> ” by Rene Descartes and James E. Kasmarek<br>“Spinoza’s Metaphysics” by George Bell and Sons<br>“Mind-Body Problem and Near-Death Experiences” by Raymond A. Moody<br>“Free Will and Determinism Defined” by James E. Kasmarek<br>“Definitions of Determinism” by James E. Kasmarek<br><i>Alice’s Adventures in Wonderland Through the Looking Glass</i> by Lewis Carroll<br>OR<br><i>Othello</i> by William Shakespeare | <b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>- to evaluate the idea of reality through abstract thinking;</li> <li>- to evaluate the world in metaphysical terms;</li> <li>- to analyze the metaphysical problem of permanence and change;</li> <li>- to analyze Rene Descartes’ <i>Meditations</i>;</li> <li>- to evaluate the arguments regarding the mind-body question in philosophy;</li> <li>- to analyze Baruch Spinoza’s concept of the mind-body problem;</li> <li>- to compare/contrast Spinoza’s monistic approach to the mind-body problem to Descartes’ approach, as well as to near-death experiences;</li> <li>- to construct arguments for determinism and free will; and</li> <li>- to evaluate daily decision-making processes.</li> </ul> |
| <b>Stage 2: Assessment Evidence</b>  |  |
| <b><u>Performance Task(s):</u></b><br>Check quizzes/tests will be given for reading content; classwork application activities<br><br>Students will write a fully researched essay on the metaphysical realities presented in the book, outlining monist, dualist, and pluralist views of reality and concepts of permanence and change.<br><u>OR</u><br>Students will write a fully researched essay on the phenomenological concepts of illusion and reality presented in the play, comparing Shakespeare’s characters and settings to those in Plato’s “Allegory of the Cave.”   | <b><u>Other Evidence:</u></b><br>Comprehensive test on all learning objectives of metaphysics and phenomenology at the conclusion of the unit.   |



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| Stage 3: Learning Plan  |  |   |  |
| <u>Learning Opportunities/Strategies:</u><br>Collaboration; independent study; kinesthetic activity; powerpoint presentations; group discussions  |  | <u>Resources:</u><br>Kasmarek, James E. <i>Philosophy Book 1</i> . USA: The Center for Learning, 2002.<br>Carrol, Lewis. <i>Alice’s Adventures in Wonderland Through the Looking Glass</i> .<br>OR<br>Shakespeare, William. <i>Othello</i> .  |  |
| <u>Differentiation</u><br>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation. |  |   |  |
| High-Achieving Students   | On Grade Level Students  | Struggling Students   | Special Needs/ELL  |
|   | Selected Reading Assignments; writing assignment; classroom activities; powerpoint presentations; small group activities | “Forms” on YouTube<br><br>“Animated Euthyphro” on YouTube<br><br>“The Unmoved Mover” on YouTube<br><br>“Descartes’ Mind-Body Problem Explained” on TedEd<br><br>“How Do You Know You’re Real” by TedEd with accompanying questions<br><br>“Spinoza on the Mind-Body Problem” on YouTube<br><br>“The Causal Chain” handout | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing<br><br>ELL supports should include, but are not limited to, the following::<br>Extended time<br>Provide visual aids<br>Repeated directions<br>Differentiate based on proficiency<br>Provide word banks<br>Allow for translators, dictionaries |

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## Unit 3: Ethics (4-5 weeks)

### Stage 1: Desired Results

#### Standards & Indicators:

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

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Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

## **Central Idea / Enduring Understanding:**

What are ethics? How is morality defined?

## **Essential/Guiding Question:**

What does it mean to lead a good life? What is absolutism? How does individuality apply to ethics? What is Epicureanism and hedonism? What is Stoicism? What are teleological, or results-oriented, ethics? What is utilitarianism? What is the difference between short and long term consequences? What are deontological, or act-oriented, ethics? What is meant by a

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|  | <p>categorical imperative? What criteria can be applied to making ethical decisions? Do all criteria fit every ethical situation? How can I apply these concepts to my own decision-making in life?</p>  |
| <p><b><u>Interdisciplinary Connections:</u></b><br/>         Students develop an understanding of Ancient Greek culture and civilizations.<br/>         Students analyze world history as it pertains to ethical philosophers.<br/>         Students debate ethical situations using current issues.<br/>         Students apply ethics to current statutes within the legal system.</p>   |  |
| <p><b><u>21<sup>st</sup> Century Themes: (Check all that apply)</u></b><br/> <input checked="" type="checkbox"/> Global Awareness<br/> <input type="checkbox"/> Environmental Literacy<br/> <input type="checkbox"/> Health Literacy<br/> <input checked="" type="checkbox"/> Civic Literacy<br/> <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</p>   | <p><b><u>21<sup>st</sup> Century Skills:</u></b><br/> <input checked="" type="checkbox"/> Creativity and Innovation<br/> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br/> <input checked="" type="checkbox"/> Communication<br/> <input checked="" type="checkbox"/> Collaboration</p>   |
| <p><b><u>Content:</u></b><br/>         “What is Ethics” by James E. Kasmarek<br/>         “Plato’s Ethics” by B. Jowett<br/>         “The Doctrine of the Mean” by W.D. Ross<br/>         “Pleasure through Pain Avoidance” by James E. Kasmarek<br/>         “Stoic Guidelines for Living” by James E. Kasmarek<br/>         “Mill’s Utilitarianism” by John Stuart Mill and James E. Kasmarek<br/>         “Applying Results-Oriented Ethics” by James E. Kasmarek<br/>         “Kant’s Categorical Imperative” by Immanuel Kant and James E. Kasmarek<br/>         “Kant versus Mill” by James E. Kasmarek<br/>         “Making an Ethical Decision” by James L. Christian<br/>         “Case Studies in Ethics” by James L. Christian<br/> <i>The Secret Sharer</i> by Joseph Conrad</p> | <p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>- to define ethics and morality;</li> <li>- to analyze how ethics and morality apply to everyday life;</li> <li>- to define the main elements of Plato’s ethics;</li> <li>- to analyze the question, “What is the good life?”;</li> <li>- to analyze Aristotle’s ethics and the idea of the Doctrine of the Mean;</li> <li>- to apply the Doctrine of the Mean generally and personally;</li> <li>- to define the Epicurean philosophy of Hedonism;</li> <li>- to compare/contrast Epicurean society to modern society;</li> <li>- to analyze Stoic philosophy;</li> <li>- to apply the principles of Stoicism to modern society;</li> <li>- to define the teleological, or results-oriented, approach to ethical issues;</li> <li>- to analyze the short-term and long-term consequences of an act;</li> <li>- to apply Utilitarianism to everyday ethical dilemmas;</li> <li>- to analyze the deontological approach to ethical issues;</li> <li>- to compare/contrast Kant’s deontological approach to Mill’s teleological approach to ethical issues;</li> <li>- to define formalism, relativism, and contextualism in philosophy;</li> <li>- to apply the three systems of ethical decision-making to ethical dilemmas; and</li> <li>- to apply ethics in various philosophical areas.</li> </ul> |

## Stage 2: Assessment Evidence

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| <p><b><u>Performance Task(s):</u></b><br/>Check quizzes/tests will be given for reading content; classwork application activities</p> <p>Students will write a case study on the ethics of the story. The study will look at the criteria the protagonist used to make his decision and examine the way in which it was derived. Alternate criteria will be considered in deciding if the protagonist's choice was the best and only choice available to him.</p> | <p><b><u>Other Evidence:</u></b><br/>Comprehensive test on all learning objectives of ethics at the conclusion of the unit.</p> |
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## Stage 3: Learning Plan

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| <p><b><u>Learning Opportunities/Strategies:</u></b><br/>Collaboration; independent study; kinesthetic activity; powerpoint presentations; group discussions</p> | <p><b><u>Resources:</u></b><br/>Kasmarek, James E. <i>Philosophy Book 1</i>. USA: The Center for Learning, 2002.<br/>Conrad, Joseph. <i>The Secret Sharer</i>.</p> |
|---|--|

### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

| High-Achieving Students   | On Grade Level Students  | Struggling Students  | Special Needs/ELL   |
|---|--|--|---|
| Construct a legal argument utilizing recent legal statutes supporting the defense of the murderer in <i>The Secret Sharer</i> . | Selected Reading Assignments; writing assignment; classroom activities; powerpoint presentations; ethical case studies; possible class debate on current ethical topic | <p>"The Philosophy of Stoicism" by TedEd</p> <p>"Would You Opt for a Life of No Pain" by TedEd</p> <p>"Hedonism" PhilosophyTube</p> <p>"Would You Sacrifice One Person to Save Five?" The Trolley Problem from TedEd with accompanying questions</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::<br/>Extended time<br/>Provide visual aids<br/>Repeated directions<br/>Differentiate based on proficiency<br/>Provide word banks<br/>Allow for translators, dictionaries</p> |

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## Unit 4: Existentialism (4-5 weeks)

### Stage 1: Desired Results

#### Standards & Indicators:

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

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relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.



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Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

## Central Idea / Enduring Understanding:

What does it mean to exist? What does it mean to have a purpose in life?

## Essential/Guiding Question:

What is existential anxiety? Why are individualism and free will crucial to existential thought? What is meant by essence and existence? What is the herd mentality? How does one experience life in existential stages? What is one's will to power? How do the concepts of ethical relativism and

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|   | <p>eternal recurrence help one understand existential principles? What did Nietzsche mean by an Ubermensch? What does it mean to live an authentic life? What did Sartre mean when he stated we are all condemned to be free? What is the will to meaning? Is it possible to be in control of your own life and give it meaning and purpose? How can one live an existential life?</p>   |
| <p><b><u>Interdisciplinary Connections:</u></b><br/>         Students develop an understanding of world history as it pertains to France and World War II.<br/>         Students analyze world history as it pertains to ethical philosophers.<br/>         Students develop an understanding of the psychology of adolescent behavior and self-assessment.</p>   |  |
| <p><b><u>21<sup>st</sup> Century Themes: (Check all that apply)</u></b><br/> <input checked="" type="checkbox"/> Global Awareness<br/> <input type="checkbox"/> Environmental Literacy<br/> <input type="checkbox"/> Health Literacy<br/> <input checked="" type="checkbox"/> Civic Literacy<br/> <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</p>  | <p><b><u>21<sup>st</sup> Century Skills:</u></b><br/> <input checked="" type="checkbox"/> Creativity and Innovation<br/> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br/> <input checked="" type="checkbox"/> Communication<br/> <input checked="" type="checkbox"/> Collaboration</p>   |
| <p><b><u>Content:</u></b><br/>         “Defining Existentialism” by Christopher Scott Wyatt<br/>         “Herd Mentality” by Louis P. Pojman<br/>         “The Existential Situation” by James E. Kasmarek<br/>         “Kierkegaard’s Three Life Stages” by James E. Kasmarek<br/>         “The Ideas of Friedrich Nietzsche” by James E. Kasmarek<br/>         “Thus Spoke Zarathustra” Friedrich Nietzsche and James E. Kasmarek<br/>         “Twenty-First Century Teenage Ubermensch” by James E. Kasmarek<br/>         “Living An Authentic Life” by James E. Kasmarek<br/>         “Sartre and Freedom” by James E. Kasmarek<br/>         “Being and Nothingness” by Jean-Paul Sartre and James E. Kasmarek<br/>         “Man’s Search for Meaning” by Victor Frankl and James E. Kasmarek<br/> <i>The Stranger</i> by Albert Camus<br/>         OR<br/> <i>Metamorphosis</i> by Franz Kafka<br/>         OR<br/> <i>No Exit</i> by Jean-Paul Sartre</p> | <p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>- to evaluate the idea existentialism includes the concepts and ideas of other schools of philosophy, such as metaphysics, epistemology, and ethics;</li> <li>- to analyze the philosophy of Soren Kierkegaard;</li> <li>- to identify the beginnings of existential philosophy;</li> <li>- to analyze the life and philosophy of Friedrich Nietzsche;</li> <li>- to analyze the Nietzschean concepts of ethical relativism and doctrine of eternal recurrence as moral guidelines;</li> <li>- to apply the concepts of the Ubermensch and Will to Power;</li> <li>- to analyze societal pressures on contemporary teenagers;</li> <li>- to create a twenty-first century teenage Ubermensch able to withstand societal pressures;</li> <li>- to analyze the existential philosophy of Jean-Paul Sartre;</li> <li>- to apply through self-reflection the authenticity of one’s personal life;</li> <li>- to evaluate Jean-Paul Sartre’s ideas of existential freedom;</li> <li>- to analyze the existential concept of Victor Frankl’s Will to Meaning;</li> <li>- to engage in self-reflection;</li> <li>- to analyze one’s personal Will to Meaning; and</li> <li>- to apply understanding and comprehension of</li> </ul> |

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existential philosophy.

## Stage 2: Assessment Evidence

### Performance Task(s):

Check quizzes/tests will be given for reading content; classwork application activities

Students will write a fully researched essay on the existential concepts presented in the work, analyzing how they affect and/or motivate the characters to take or relinquish control of their lives.

### Other Evidence:

Comprehensive test on all learning objectives of existentialism at the conclusion of the unit.

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Collaboration; independent study; kinesthetic activity; powerpoint presentations; group discussions

### Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.  
Camus, Albert. *The Stranger*.  
Kafka, Franz. *Metamorphosis*.  
Sartre, Jean-Paul. *No Exit*.

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

| High-Achieving Students   | On Grade Level Students   | Struggling Students  | Special Needs/ELL   |
|---|---|--|---|
| Read an additional text from the selections and write a compare/contrast analysis of the authenticity of the protagonists' life | Selected Reading Assignments; writing assignment; classroom activities; powerpoint presentations; self-reflection on living an authentic life | <p>"Jean-Paul Sartre and Existentialism" by TedEd with discussion questions</p> <p>"The Programmed Mind - Part 5 Herd Mentality &amp; Fear"</p> <p>"Philosophy - Nietzsche" (School of Life)</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::<br/>Extended time<br/>Provide visual aids<br/>Repeated directions<br/>Differentiate based on proficiency<br/>Provide word banks</p> |

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|  |  |  | Allow for translators, dictionaries |
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## Unit 5: Research (3-4 weeks)

### Stage 1: Desired Results

#### Standards & Indicators:

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one

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source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes

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contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

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| <b><u>Central Idea / Enduring Understanding:</u></b><br>What have I learned about Western thought, philosophy, and ethos?   |                         | <b><u>Essential/Guiding Question:</u></b><br>How can I recognize, interpret, and analyze Western thought, philosophy, and ethos? How can I apply these concepts to the world in which I live?   |                   |
| <b><u>Interdisciplinary Connections:</u></b><br>Students develop an understanding of Ancient Greek culture and civilizations and modern society.<br>Students analyze world history as it pertains to concrete artistic representations.<br>Students develop an understanding of art and the artist.   |                         |   |                   |
| <b><u>21<sup>st</sup> Century Themes: (Check all that apply)</u></b><br>X Global Awareness<br><input type="checkbox"/> Environmental Literacy<br><input type="checkbox"/> Health Literacy<br>X Civic Literacy<br><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy   |                         | <b><u>21<sup>st</sup> Century Skills:</u></b><br>X Creativity and Innovation<br>X Critical Thinking and Problem Solving<br>X Communication<br>X Collaboration   |                   |
| <b><u>Content:</u></b><br>Students will take a guided tour of the Modern and Contemporary galleries and special exhibits at the Philadelphia Museum of Art and choose works representative of metaphysical, phenomenological, or existential ideals; research the work; and write a fully researched paper and create an accompanying powerpoint presentation on the research to present to the class at the end of the semester. |                         | <b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"><li>- to review, analyze, and prepare an independent research paper and powerpoint presentation;</li><li>- to present a formal oral presentation illustrating the concepts of metaphysics, phenomenology, or existentialism;</li><li>- to apply concrete images to explain abstract philosophical concepts;</li><li>- to research a topic for presentation;</li><li>- to analyze key concepts and events in the evolution of thought and philosophy; and</li><li>- to interpret aspects of philosophy for peers and relate it to the present culture.</li></ul> |                   |
| Stage 2: Assessment Evidence  |                         |   |                   |
| <b><u>Performance Task(s):</u></b><br>Construct a formal research presentation using MLA format   |                         | <b><u>Other Evidence:</u></b><br>Construct a powerpoint presentation on formal research for peers   |                   |
| Stage 3: Learning Plan  |                         |   |                   |
| <b><u>Learning Opportunities/Strategies:</u></b><br>Collaboration; independent study; kinesthetic activity; powerpoint presentations; group discussions   |                         | <b><u>Resources:</u></b><br>Philadelphia Museum of Art<br>Purdue Online Writing Laboratory  |                   |
| <b><u>Differentiation</u></b><br>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.  |                         |   |                   |
| High-Achieving Students   | On Grade Level Students | Struggling Students   | Special Needs/ELL |

## English IV Honors: Western Philosophy

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| Choose two (2) representations from the Philadelphia Art Museum to connect to an abstract movement; OR choose one representation from the Philadelphia Art Museum to connect to two (2) abstract movements | Philadelphia Art Museum tour; basic graphic organizer for all elements of the writing assignment | Detailed graphic organizer for specific elements necessary in the writing assignment; one to one assistance with abstract concepts during tour and the writing process | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing<br><br>ELL supports should include, but are not limited to, the following::<br>Extended time<br>Provide visual aids<br>Repeated directions<br>Differentiate based on proficiency<br>Provide word banks<br>Allow for translators, dictionaries |
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## PACING GUIDE

| English IV Honors: Western Philosophy | Resource | Standards |
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## English IV Honors: Western Philosophy

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| UNIT 1: Introduction to Philosophy and Phenomenology<br><br>Days 10 | Kasmarek, James E. <i>Philosophy Book 1</i> . USA Center for Learning, 2002.   | RI11-12.1, RI11-12.2, RI11-12.4, W11-12.3, W11-12.9, W11-12.10, SL11-12.1, SL11-12.3, SL11-12.4  |
|   |  |  |
| UNIT 2: Metaphysics<br><br>Days 25                                  | Kasmarek, James E. <i>Philosophy Book 1</i> . USA Center for Learning, 2002.<br><br>Carroll, Lewis. <i>Alice's Adventures in Wonderland Through the Looking Glass</i> .<br>OR<br>Shakespeare, William. <i>Othello</i> .  | RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.6, RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.5, RI11-12.6, RI11-12.7, W11-12.1a-e, W11-12.4, W11-12.5, W11-12.6, W11-12.9, W11-12.10, L11-12.1, L11-12.2, L11-12.3, L11-12.4, L11-12.5, L11-12.6 |
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| UNIT 3: Ethics<br><br>Days 20                                       | Kasmarek, James E. <i>Philosophy Book 1</i> . USA Center for Learning, 2002.<br><br>Conrad, Joseph. <i>The Secret Sharer</i> . NY: Dover Publications, 1993.   | RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.6, RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.5, RI11-12.6, RI11-12.7, W11-12.1a-e, W11-12.4, W11-12.5, W11-12.6, W11-12.9, W11-12.10, L11-12.1, L11-12.2, L11-12.3, L11-12.4, L11-12.5, L11-12.6 |
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| UNIT 4: Existentialism<br><br>Days 25                               | Kasmarek, James E. <i>Philosophy Book 1</i> . USA Center for Learning, 2002.<br><br>Kasmarek, James E. <i>Philosophy Book 2</i> . USA: Center for Learning, 2002.<br><br>Camus, Albert. <i>The Stranger</i> .<br>OR<br>Kafka, Franz. <i>Metamorphosis</i> .<br>OR<br>Sartre, Jean-Paul. <i>No Exit</i> . | RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.6, RI11-12.1, RI11-12.2, RI11-12.3, RI11-12.4, RI11-12.5, RI11-12.6, RI11-12.7, W11-12.1a-e, W11-12.4, W11-12.5, W11-12.6, W11-12.9, W11-12.10, L11-12.1, L11-12.2, L11-12.3, L11-12.4, L11-12.5, L11-12.6 |
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| UNIT 5: Research  | Kasmarek, James E. <i>Philosophy Book 1</i> . USA  | W11-12.2a-f, W11-12.4, W11-12.5,   |

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| Days 20 | Center for Learning, 2002.<br>Philadelphia Museum of Art. | W11-12.6, W11-12.7, W11-12.8,<br>W11-12.9, SL11-12.1, SL11-12.2,<br>SL11-12.3, SL11-12.4, SL11-12.5,<br>SL11-12.6, L11-12.1, L11-12.2, L11-<br>12.3, L11-12.4, L11-12.5, L11-12.6 |
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