

English IV Honors: Western Philosophy 2024

Unit 1: Introduction to Philosophy and Phenomenology (2 weeks)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Domain

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.



Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. 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.
- B. 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.
- C. 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

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Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.II.11–12.2. [Speaking and Listening.Integrate Information.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.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#).Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
<u>Central Idea/Enduring Understanding:</u> What is philosophy? How did it evolve? What are the different schools of philosophy?		<u>Essential/Guiding Question:</u> What is philosophy? What questions and issues does philosophy address? What is the Socratic Method? What is perception? What is reality? What is illusion?
<u>Content:</u> “The History of Philosophy” by Jeffrey Olen		<u>Skills(Objectives):</u> - To articulate beliefs about the world;

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<p>“The Schools of Philosophy” by James E. Kasmarek “The Big Questions” by Robert C. Solomon “Reading Dialogue” from <i>The Republic</i> by Plato, from James E. Kasmarek “Allegory of the Cave” by Plato</p>	<ul style="list-style-type: none"> - To explain reasons for what is believed; - To categorize thoughts into the different schools of philosophy; - To analyze and create philosophic dialogue; - To identify hidden meanings within philosophical writings; - To examine the question of appearance versus reality (phenomenology); and - 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.
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Interdisciplinary Connections:

Students evaluate historical civilizations as well as their individual beliefs.

Stage 2: Assessment Evidence

Performance Task(s):

Small group discussions; turn and talk sharing; classwork application activities; formative and summative assessments

Other Evidence:

Small group play-doh activity with photo submission in Google Classroom for Plato’s “Allegory of the Cave”

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and talk discussion; think-pair-share; large group collaboration; independent study; kinesthetic activity; slides presentations; supplemental reading materials in Google Classroom

Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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
<p>Additional selections from Plato’s <i>Republic</i>.</p> <p>“Allegory of the Cave” application writing assignment in TedEd</p>	<p>Selected reading assignments; writing assignment; classroom activities</p>	<p>“Introduction to Philosophy” slides in Google Classroom</p> <p>“Allegory of the Cave” supplemental video and questions in TedEd</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,</p>

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		<p>"Allegory of the Cave" supplemental video by Crash Course Philosophy</p>	<p>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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit 2: Metaphysics (4-5 weeks)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2.](#) 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. 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.

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- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.
- E. 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.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1.](#) Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1.](#) Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2.](#) Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2.](#) Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3.](#) Analyze the impact of the author's choices as they develop ideas throughout the text 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).

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RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. 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.
- B. 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.

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

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.

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<p>SL.II.11–12.2. Speaking and Listening.Integrate Information.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.</p> <p>SL.ES.11–12.3. Speaking and Listening.Evaluate Speakers.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.</p> <p>SL.PI.11–12.4 Speaking and Listening.Present Information.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.</p> <p>SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
2020 Career Readiness, Life Literacies, and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
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? How does abstract thinking enhance one's view points? 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 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?
Content: “Explaining Your World” by Thomas I. White “Metaphysics Vocabulary” by James E. Kasmarek “Plato’s Forms” by James E. Kasmarek “Plato’s <i>Euthyphro</i> and Characteristics of Plato’s Forms” by Frank N. Magill “Aristotle’s Metaphysics” by Jack B. Rogers “Introduction to Descartes’ <i>Meditations VI</i> ” by Rene Descartes and James E. Kasmarek “Spinoza’s Metaphysics” by George Bell and Sons “Mind-Body Problem and Near-Death Experiences” by Raymond A. Moody “Free Will and Determinism” by James E. Kasmarek “Definitions of Determinism” by James E. Kasmarek <i>The Tragedy of Othello</i> by William Shakespeare		Skills(Objectives): <ul style="list-style-type: none"> - To evaluate the idea of reality through abstract thinking; - To evaluate the world in metaphysical terms; - To analyze the metaphysical problem of permanence and change; - To analyze Rene Descartes’ <i>Meditations</i>; - To evaluate the arguments regarding the mind-body question in philosophy; - To analyze Baruch Spinoza’s concept of the mind-body problem; - To compare/contrast Spinoza’s monastic approach to the mind-body problem to Descartes’ dualistic approach, as well as its applicability to near death experiences; - To construct arguments for determinism and free will; - To evaluate daily decision-making processes; - To evaluate characterization of the protagonist and antagonist and the motives that perpetuate the plot; - To compare/contrast the reality of the plot to the appearances and machinations provided by the antagonist;

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	<ul style="list-style-type: none"> - To analyze the elements of a great leader (the dualism of dialogue and action); - To assess the roles of a leader and the role of power; - To compare/contrast envy and jealousy; and - To construct a fully researched essay on the phenomenological concepts of illusion and reality presented in <i>Othello</i>, comparing the characters and settings to Plato's "Allegory of the Cave."
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Interdisciplinary Connections:

Students evaluate historical civilizations as well as their individual beliefs on gender, stereotypes, and prejudices..

Stage 2: Assessment Evidence

Performance Task(s):

Small group discussions; turn and talk sharing; classwork application activities; formative and summative assessments; fully researched essay applying Shakespeare's play to Plato's "Allegory"

Other Evidence:

Comprehensive assessment on all learning objectives of metaphysics and phenomenology at the conclusion of the unit.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and talk discussion; think-pair-share; large group collaboration; independent study; kinesthetic activity; slides presentations; supplemental reading materials in Google Classroom

Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.

Shakespeare, William. *The Tragedy of Othello*. Oxford: Clarendon Press, 1975.

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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
Additional selections from Plato's <i>Republic</i> .	Selected reading assignments; writing assignment; classroom activities	<p>"Metaphysics" slides in Google Classroom</p> <p>"Animated Euthyphro" on YouTube</p>	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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<p>“Allegory of the Cave” application writing assignment in TedEd</p>		<p>“The Unmoved Mover” on YouTube</p> <p>“Descartes’ Mind-Body Problem Explained” and “How Do You Know You’re Real” supplemental video and questions in TedEd</p> <p>“Spinoza on the Mind-Body Problem” on YouTube</p> <p>“The Causal Chain” small group activity</p>	<p>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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit 3: Ethics (4-5 weeks)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

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SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.II.11–12.2. [Speaking and Listening.Integrate Information.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.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.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.PI.11–12.4 [Speaking and Listening.Present Information.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.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). 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.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#).Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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. 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). 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. 🌱

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<u>2020 Career Readiness, Life Literacies, and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
<u>Central Idea/Enduring Understanding:</u> What are ethics? How is morality defined?		<u>Essential/Guiding Question:</u> What does it mean to live 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-term and long-term consequences? What are deontological, or act-oriented, ethics? What is meant by a categorical imperative? What criteria can be applied to making ethical decisions? Do all criteria fit every ethical situation? How can one apply these concepts to one's decision-making in life?
<u>Content:</u> "What is Ethics" by James E. Kasmarek "Plato's Ethics" by B. Jowett "The Doctrine of the Mean" by WD Ross "Pleasure through Pain Avoidance" by James E. Kasmarek "Stoic Guidelines for Living" by James E. Kasmarek "Mill's Utilitarianism" by John Stuart Mill and James E. Kasmarek "Applying Results-Oriented Ethics" by James E. Kasmarek "Kant's Categorical Imperative" by Immanuel Kant And James E. Kasmarek "Kant versus Mill" by James E. Kasmarek "Making An Ethical Decision" by James L. Christian "Case Studies in Ethics" by James L. Christian <i>The Secret Sharer</i> by Joseph Conrad		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> - To define ethics and morality; - To analyze how ethics and morality apply to everyday life; - To define the main elements of Plato's ethics; - To analyze the question: "What is the good life?"; - To analyze Aristotle's ethics and the idea of the Doctrine of the Mean; - To apply the Doctrine of the Mean generally and personally; - To define the Epicurean philosophy of Hedonism; - To compare/contrast Epicurean society to modern society; - To analyze Stoic philosophy; - To apply the principles of Stoicism to modern society; - To define the teleological, or results-oriented approach to ethical issues; - To analyze the short-term consequences and long-term consequences of an act; - To apply Utilitarianism to everyday ethical dilemmas; - To analyze the deontological, or act-oriented approach to ethical issues; - To compare/contrast Kant's deontological approach to Mill's teleological approach to ethical issues; - To define formalism, relativism, and contextualism in philosophy; - To apply the three systems of ethical decision-making to ethical dilemmas; - To apply ethics in various philosophical areas and modern day issues through philosophical chairs; - To read and analyze an ethical issue; and - To evaluate a personal response to the ethical issue using one of the philosophers.
<u>Interdisciplinary Connections:</u> Students evaluate historical civilizations as well as their individual beliefs.		

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Stage 2: Assessment Evidence

Performance Task(s):

Small group discussions; turn and talk sharing; classwork application activities; formative and summative assessments.

Students will write a case study on the ethics of the fiction reading assignment. The study will look at the criteria the protagonist used to make his decision and examine the way in which it is derived.

Alternate criteria will be considered in deciding if the protagonist's decision was the best and only decision available to him.

Other Evidence:

Formal assessment on all learning objectives of ethics at the conclusion of the unit; formal written response to the case study.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and talk discussion; think-pair-share; large group collaboration; independent study; kinesthetic activity; slides presentations; supplemental reading materials in Google Classroom; philosophical chairs

Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.

Conrad, Joseph. *The Secret Sharer*. Boston: Bedford, 1977.

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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	<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</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

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		Person to Save Five?" The Trolley Problem from TedEd with accompanying questions	group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 4: Existentialism (4-5 weeks)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

Writing Domain

W.AW.11–12.1. [Writing. Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

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SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.II.11–12.2. [Speaking and Listening.Integrate Information.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.PI.11–12.4 [Speaking and Listening.Present Information.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.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6.](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

W.WR.11–12.5. [Writing.Writing Research.11-12.5.](#) 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. 🌱

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success
Central Idea/Enduring Understanding: What does it mean to exist? What does it mean to have 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 eternal recurrence help one understand existential principles? What did Nietzsche mean by an Übermensch? What does it mean to

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	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>Content:</p> <p>"Defining Existentialism" by Christopher Scott Wyatt</p> <p>"Herd Mentality" by Louis P. Pojman</p> <p>"The Existential Situation" by James E. Kasmarek</p> <p>"Kierkegaard's Three Life Stages" by James E. Kasmarek</p> <p>"The Ideas of Friedrich Nietzsche" by James E. Kasmarek</p> <p><i>Thus Spoke Zarathustra</i> by Friedrich Nietzsche and James E. Kasmarek</p> <p>"Twenty-First Century Teenage Ubermensch" by James E. Kasmarek</p> <p>"Living An Authentic Life" by James E. Kasmarek</p> <p>"Sartre and Freedom" by James E. Kasmarek</p> <p><i>Being and Nothingness</i> by Jean-Paul Sartre and James E. Kasmarek</p> <p><i>Man's Search for Meaning</i> by Viktor Frankl and James E. Kasmarek</p> <p><i>The Stranger</i> by Albert Camus</p> <p>OR</p> <p><i>Metamorphosis</i> by Franz Kafka</p> <p>OR</p> <p><i>No Exit</i> by Jean-Paul Sartre</p>	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - To evaluate the ideas existentialism, including the concepts and ideas of other schools of philosophy, such as metaphysics, epistemology, and ethics; - To analyze the philosophy of Soren Kierkegaard; - To identify the beginnings of existential philosophy; - To analyze the life and philosophy of Friedrich Nietzsche; - To analyze the Nietzschean concepts of ethical relativism and the doctrine of eternal recurrence as moral guidelines; - To apply the concepts of the Ubermensch and Will to Power; - To analyze societal pressures on contemporary adolescents; - To create a twenty-first century teenage Ubermensch able to withstand societal pressures; - To analyze the existential philosophy of Jean-Paul Sartre; - To apply the authenticity of one's personal life through self-reflection; - To evaluate Jean-Paul Sartre's ideas of existential freedom; - To analyze the existential concept of Victor Frankl's "Will to Meaning"; - To engage in self-reflection about one's values, decisions, and authenticity; - To analyze one's personal Will to Meaning; - To apply understanding and comprehension of existential philosophy; - To read and analyze fiction; - To evaluate the existential philosophy within literary fiction; and - To demonstrate the author's thematic intent relating to existential philosophy through written expression.
<p>Interdisciplinary Connections:</p> <p>Students evaluate historical civilizations as well as their individual beliefs.</p>	
Stage 2: Assessment Evidence	
<p>Performance Task(s):</p> <p>Small group discussions; turn and talk sharing; classwork application activities; formative and summative assessments</p>	<p>Other Evidence:</p> <p>Comprehensive summative assessment on all learning objectives of existentialism at the conclusion of the unit; and Written analysis of existential philosophies used in the fiction reading selection.</p>

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and talk discussion; think-pair-share; large group collaboration; independent study; kinesthetic activity; slides presentations; supplemental reading materials in Google Classroom

Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.

Camus, Albert. *The Stranger*. NY: Vintage Books, 1954.

Kafka, Franz. *Metamorphosis*. NY: Chelsea House, 1988.

Sartre, Jean-Paul. *No Exit, and Three Other Plays*. NY: Vintage Books, 1955.

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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 fiction selections to write a compare/contrast analysis of the authenticity of the protagonist's decisions and life.	Selected reading assignments; writing assignment; classroom activities	<p>"Jean-Paul Sartre and Existentialism" by TedEd with accompanying discussion questions</p> <p>"The Programmed Mind-Part 5 Herd Mentality and Fear" on YouTube</p> <p>"Philosophy - Nietzsche" from the School of Life on YouTube</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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency</p>

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			Provide word banks Allow for translators, dictionaries
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Unit 5: Research (3-4 weeks)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language.11-12.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. 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.

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- E. 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.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1.](#) Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2.](#) Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3.](#) Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4.](#) Evaluate the author's choices concerning structure and 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.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5.](#) Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6.](#) Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7.](#) Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. 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.
- B. 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.
- C. 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. [Writing.Writing Research.11-12.5](#). 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.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). 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 source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

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Speaking and Listening Domain

SL.PE.11–12.1. **Speaking and Listening.Participate Effectively.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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.II.11–12.2. **Speaking and Listening.Integrate Information.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.ES.11–12.3. **Speaking and Listening.Evaluate Speakers.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.PI.11–12.4 **Speaking and Listening.Present Information.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.UM.11–12.5. **Speaking and Listening.Use Media.9-10.5.** 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.AS.11–12.6. **Speaking and Listening.Adapt Speech.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. **Reading Informational Texts.Comparison of Texts.11-12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

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W.WR.11–12.5. Writing.Writing Research.11-12.5. 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. 🌱

SL.UM.11–12.5. Speaking and Listening.Use Media.9-10.5. 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. 🌱

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success

Central Idea/Enduring Understanding:

What have I learned about Western thought, philosophy, and ethos?

Essential/Guiding Question:

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? How can I represent these applications?

Content:

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 the metaphysical, phenomenological, and existential ideals: research the physical representation; write a fully researched paper; and construct an accompanying slides, or other internet platform, presentation on the research to present to the class at the end of the semester.

Skills(Objectives):

- To review, analyze, and construct an independent research paper using MLA format and slides presentation;
- To present a formal, oral presentation illustrating the concepts of metaphysics, phenomenology, or existentialism;
- To apply concrete images to represent abstract philosophical concepts;
- To research using database and formal search strategies for presentation;
- To analyze key concepts and events in the evolution of thought and philosophy; and
- To interpret aspects of philosophy for one's peers and relate it to present culture.

Interdisciplinary Connections:

Students evaluate historical civilizations as well as their individual beliefs.

Stage 2: Assessment Evidence

Performance Task(s):

Construct formal research; construct a written response using MLA format; construct a visual presentation; present findings to the class

Other Evidence:

Construct a slides presentation (or other platform) on formal research to be presented to peers

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Turn and talk discussion; think-pair-share; large group collaboration; independent study; kinesthetic activity; slides presentations; formal research

Resources:

Kasmarek, James E. *Philosophy Book 1*. USA: The Center for Learning, 2002.

Philadelphia Museum of Art

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	<p>Purdue Online Writing Laboratory PHTS Databases through the Media Center</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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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
<p>Choose two (2) representations from the Philadelphia Museum of Art to connect to an abstract movement;</p> <p>OR</p> <p>Choose one representation from the Philadelphia Museum of Art to connect to two (2) abstract movements.</p>	<p>Selected reading assignments; writing assignment; classroom activities; Philadelphia Museum of Art tour; basic graphic organizer for all elements of the writing assignment (posted in Google Classroom).</p>	<p>Detailed graphic organizer for specific elements necessary in the writing assignment; focus on the DiMedici painting with a reviewed definition of metaphysics to aid student's perception of the philosophy; one on one assistance with abstract concepts during the tour and the writing process.</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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Pacing Guide

Content	Resources	Standards
UNIT 1: Introduction to Philosophy and Phenomenology		
10 days “The History of Philosophy” by Jeffrey Olen “The Schools of Philosophy” by James E. Kasmarek “The Big Questions” by Robert C. Solomon “Reading Dialogue” from <i>The Republic</i> by Plato, from James E. Kasmarek “Allegory of the Cave” by Plato	Kasmarek, James E. <i>Philosophy Book</i> USA: Center for Learning, 2002. Shakespeare, William. <i>Othello</i> . Oxford: Clarendon Press, 1975.	L.KL.11–12.2.A.B.C. RI.CR.11–12.1. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RI.MF.11–12.6. RI.AA.11–12.7. RI.CT.11–12.8. W.IW.11–12.2.A.B.C.D.E.F. W.WP.11–12.4. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.AS.11–12.6.
UNIT 2: Metaphysics		
25 Days “Explaining Your World” by Thomas I. White “Metaphysics Vocabulary” by James E. Kasmarek “Plato’s Forms” by James E. Kasmarek “Plato’s <i>Euthyphro</i> and Characteristics of Plato’s Forms” by Frank N. Magill “Aristotle’s Metaphysics” by Jack B. Rogers “Introduction to Descartes’ <i>Meditations VI</i> ” by Rene Descartes and James E. Kasmarek “Spinoza’s Metaphysics” by George Bell and Sons “Mind-Body Problem and Near-Death Experiences” by Raymond A. Moody “Free Will and Determinism” by James E. Kasmarek	Kasmarek, James E. <i>Philosophy Book</i> USA: Center for Learning, 2002. Shakespeare, William. <i>Othello</i> . Oxford: Clarendon Press, 1975.	L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D. RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.PP.11–12.5. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.AA.11–12.7. W.AW.11–12.1.A.B.C.D.E. W.WP.11–12.4. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.AS.11–12.6.

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<p>"Definitions of Determinism" by James E. Kasmarek</p> <p><i>The Tragedy of Othello</i> by William Shakespeare</p>		
UNIT 3: Ethics		
<p>20 Days</p> <p>"What is Ethics" by James E. Kasmarek</p> <p>"Plato's Ethics" by B. Jowett</p> <p>"The Doctrine of the Mean" by WD Ross</p> <p>"Pleasure through Pain Avoidance" by James E. Kasmarek</p> <p>"Stoic Guidelines for Living" by James E. Kasmarek</p> <p>"Mill's Utilitarianism" by John Stuart Mill and James E. Kasmarek</p> <p>"Applying Results-Oriented Ethics" by James E. Kasmarek</p> <p>"Kant's Categorical Imperative" by Immanuel Kant and James E. Kasmarek</p> <p>"Kant versus Mill" by James E. Kasmarek</p> <p>"Making An Ethical Decision" by James L. Christian</p> <p>"Case Studies in Ethics" by James L. Christian</p> <p><i>The Secret Sharer</i> by Joseph Conrad</p>	<p>Kasmarek, James E. <i>Philosophy Book</i> USA: Center for Learning, 2002.</p> <p>Conrad, Joseph. <i>The Secret Sharer</i>. Boston: Bedford, 1977.</p>	<p>L.KL.11–12.2.A.B.C. RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.PP.11–12.5. RI.PP.11–12.5. RL.MF.11–12.6. RI.MF.11–12.6. RI.AA.11–12.7. W.AW.11–12.1.A.B.C.D.E. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.</p>
UNIT 4: Existentialism		
<p>20 Days</p> <p>"Defining Existentialism" by Christopher Scott Wyatt</p> <p>"Herd Mentality" by Louis P. Pojman</p> <p>"The Existential Situation" by James E. Kasmarek</p> <p>"Kierkegaard's Three Life Stages" by James E. Kasmarek</p>	<p>Kasmarek, James E. <i>Philosophy Book</i> USA: Center for Learning, 2002.</p> <p>Camus, Albert. <i>The Stranger</i>. NY: Vintage Books, 1954.</p> <p>Kafka, Franz. <i>Metamorphosis</i>. NY: Chelsea House, 1988.</p> <p>Sartre, Jean-Paul. <i>No Exit, and Three</i></p>	<p>L.KL.11–12.2.A.B.C. L.VI.11–12.4.A.B.C.D. RL.CR.11–12.1. RI.CR.11–12.1. RL.CI.11–12.2. RI.CI.11–12.2. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.PP.11–12.5. RI.PP.11–12.5.</p>

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<p>“The Ideas of Friedrich Nietzsche” by James E.Kasmarek</p> <p><i>Thus Spoke Zarathustra</i> by Friedrich Nietzsche and James E. Kasmarek</p> <p>“Twenty-First Century Teenage Übermensch” by James E. Kasmarek</p> <p>“Living An Authentic Life” by James E. Kasmarek</p> <p>“Sartre and Freedom” by James E. Kasmarek</p> <p><i>Being and Nothingness</i> by Jean-Paul Sartre and James E. Kasmarek</p> <p><i>Man’s Search for Meaning</i> by Viktor Frankl and James E. Kasmarek</p> <p><i>The Stranger</i> by Albert Camus OR <i>Metamorphosis</i> by Franz Kafka OR <i>No Exit</i> by Jean-Paul Sartre</p>	<p><i>Other Plays</i>. NY: Vintage Books, 1955.</p>	<p>RL.MF.11–12.6. RI.MF.11–12.6. RI.AA.11–12.7. W.AW.11–12.1.A.B.C.D.E. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.PI.11–12.4. SL.AS.11–12.6.</p>
UNIT 5: Research		
15 Days	<p>Kasmarek, James E. <i>Philosophy Book</i> USA: Center for Learning, 2002.</p> <p>Philadelphia Museum of Art.</p>	<p>L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D. RI.CR.11–12.1. RI.CI.11–12.2. RI.IT.11–12.3. RI.TS.11–12.4. RI.PP.11–12.5. RI.MF.11–12.6. RI.AA.11–12.7. RI.CT.11–12.8. W.IW.11–12.2..A.B.C.D.E.F. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.</p>