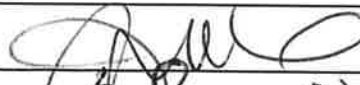
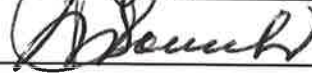


# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Philosophy and Critical Analysis</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Social Science</div> <i>To be completed by Human Resources only.</i>	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No  <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <span style="font-family: cursive; font-size: 1.2em;">Debra Fuentetaja</span> <span style="float: right; font-size: 1.2em;">3/20/17</span> </div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>Signature</span> <span>Date</span> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Bryon Wilson</b> Site: Date:	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Dir. Curr + Inst.		2/10/17
Asst. Sup Ed Services		2.10.17
PUHSD Board		

**Prerequisite(s) (REQUIRED):**

Completion of first two years of English.

**Corequisite(s) (REQUIRED):**

Recommendation by English, History, or AP Art History teacher(s). This represents the humanities in high school.

**Brief Course Description (REQUIRED):**

The study of philosophy has long been at the center of a liberal arts education because it encompasses both the fundamental values of our lives and the assumptions of knowledge and inquiry that are common to all academic disciplines. In this Philosophy course, students will read and discuss the writings of great thinkers from around the world, both past and present. These thinkers offer answers to questions such as the following: What kind of society is fair and just? Do human beings have free will? How should we act toward other people? What is the nature of consciousness? How can we justify what we claim to know? What does it mean to live a meaningful life? Philosophers even ask whether Socrates was right in his belief that the unexamined life is not worth living. This course will also provide students with many opportunities to write constructed responses demonstrating deep understanding of challenging texts. Philosophy addresses the student's need for personal growth and understanding by addressing the history of human intellectual thought, and fundamental questions in areas as diverse as logic, science and ethics. Whatever historical or contemporary topics philosophy encounters, it teaches students to develop critical and analytical skills as well as a capacity for self-reflection and creative imagination.

## B. COURSE CONTENT

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

The purpose of this course is to acquaint students with noteworthy contributions by philosophers to intellectual traditions; to explore various philosophical issues, problems, and questions; to provide students with principles of inquiry and evaluation relevant to the many areas of human activity, such as science, law, education, government, art, and the humanities; to develop in them skills of analysis, criticism, and synthesis needed for advanced work in college and beyond; to encourage the development of skills and attitudes leading to self-reflection and life-long learning.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Semester 1 - Epistemology- The theory of knowledge****1. Logic - (2 weeks)**

- Truth as Correspondence
- Truth tables and Syllogisms

- Deductive Validity, Soundness, & Inductive Reliability
- Logical Fallacies

**2. Chapter 6: What do I know? (3 weeks)**

- What is the nature of knowledge?
- What can we know?
- Is knowledge even possible?
- What is the best method for gaining knowledge?

**3. Chapter 5: How is my mind connected to my body? (3 weeks)**

- What am I?
- What does it mean to be a thinking thing?
- How does the mental interact with the physical?

**4. Chapter 8 - Who Am I? (3 weeks)**

- What is identity?
- What makes me...me separate from everyone else?
- Am I the same person I was when I was younger? Will I be the same person later?
- How do I know if there are other minds and selves?

**5. Chapter 7 - How Does Language Make Me Think The Way I Do? (2 weeks)**

- How does language work?
- What is a language?
- Where does language come from?

**6. Chapter 3 - What does Science tell me about the world? (3 weeks)**

- What defines science?
- How does science make discoveries?
- What makes science different from philosophy?
- How do we justify empirical knowledge?

**Semester II - Ethics: Living a Good Life**

**7. Chapter 14 - Why shouldn't I be Selfish? (5 Weeks)**

- What is a good life?
- Why should we care to have a good life?
- What is a value?

**8. Chapter 16: What is the Right Thing for Me To Do? (5 Weeks)**

- What is a moral choice?
- What makes an action moral?
- How do we know when we are responsible for a moral decision?

**9. Chapter 18: Am I Free to Choose What I Do? (5 Weeks)**

- What is free will? How do we define it?
- Is free will even possible or is it an illusion?
- What are the consequences if free will doesn't exist?
- What should we do with free will?

**10. Chapter 19: What do I Justly Deserve? (5 Weeks)**

- What is justice?
- What is a just society?

- How do we create or enforce justice?

**11. Applied Ethics(1 Week)**

- Debate a current topic and write a philosophically persuasive essay and create a presentation
- Final

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Consider the Allegory of the Cave, how does it illustrate Plato's view of the physical world? According to Plato, how can we find the "true essence" of an object? How does the allegory describe the process of acquiring knowledge? If Plato is right, what are the consequences for the way we learn in school? Do you think this conception of knowledge makes sense?

In 1 to 2 pages, create a well constructed essay (250 minimum) that answers the questions above. Be sure to include quotations and citations from the text to support your claims.

In his essay, "What Is It Like to Be a Bat?", Thomas Nagel argues that at present there is no way to reduce subjective experiences of mental phenomena to statements of physical science. After briefly describing Nagel's basic line of argument in a step-by-step fashion, discuss whether it makes enough sense to be right explanation of consciousness. What challenges might someone raise?

In 1 to 2 pages, create a well constructed essay (250 minimum) that answers the questions above. Be sure to include quotations and citations from the text to support your claims. Explain all quotations thoroughly.

In the selection, "The Third Night: The Bodily Theory of Personal Identity", from John Perry's book *A Dialogue on Personal Identity*, the bodily theory of personal identity is discussed. Carefully set out what you take to be both the most important argument for this view, and the most important argument against it. Then indicate, in the light of those arguments, whether you think that the bodily theory of personal identity is sound or not, and why.

In 1 to 2 pages, create a well constructed essay (250 minimum) that answers the questions above. Be sure to include quotations and citations from the text to support your claims. Explain all quotations thoroughly.

*"The human dramas that interest me—stir me to excitement and, loosely, vision—are always rooted in serious philosophical questions. That is, I'm bored by plots that depend on the psychological or sociological quirks of the main characters—mere melodramas of healthy against sick—stories that, subtly or otherwise, merely preach...most of fiction's great heroes are at least slightly crazy...So, when I write a piece of fiction I select my characters and settings and so on because they have a bearing, at least to me, on the old unanswerable philosophical questions. And as I spin out the action, I'm always very concerned with springing discoveries—actual philosophical discoveries. But at the same time I'm concerned—and finally more concerned—with what the discoveries do to the character who makes them, and to the people around him."*

Discuss a great philosophical question in Grendel. Is it ever answered? Does Grendel come to terms with it? Does the reader?

In 2 to 3 pages, create a well constructed essay (500 word minimum) that answers the questions above. Be sure to include quotations and citations from the text to support your claims. Explain all quotations thoroughly.

## INSTRUCTIONAL MATERIALS (REQUIRED)

### Textbook #1 Anthology

Title: 20 Questions: An Introduction to Philosophy

Edition: 7th

Author: G. Lee Bowie, Meredith W. Michaels

ISBN-10: 1439043965  
ISBN-13: 978-1439043967

Publisher: Cengage Learning

Publication Date: 01/25/2010

Usage:

- Primary Text
- Read in entirety or near

### Textbooks #2

Title:

- A. Sophie's World: A Novel About the History of Philosophy
- B. Grendel

Edition:

Author:

- A. Jostein Gaarder (Author), Paulette Moller (Translator)
- B. John Gardner

**A. Sophie's World:**  
ISBN-10: 0374530718  
ISBN-13: 978-0374530716

**B. Grendel:**  
ISBN-10: 0679723110  
ISBN-13: 978-0679723110

Publisher:

- A. FSG Classics
- B. Vintage

Publication Date:

- A. March 20, 2007
- B. May 14, 1989

Usage:

- Primary Text
- Read in entirety or near

### Textbook #2 - Semester 1

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

#### Podcasts - Philosophy Talk

- **From Philosophy Talk Website:** "Philosophy Talk celebrates the value of the examined life. Each week, our two host philosophers invite you to join them in conversation on a wide variety of issues ranging from popular culture to our most deeply-held beliefs about science, morality, and the human condition. Philosophy Talk challenges listeners to identify and question their assumptions and to think about things in new ways. We are

dedicated to reasoned conversation driven by human curiosity. Philosophy Talk is accessible, intellectually stimulating, and most of all, fun!" - See more at: <http://www.philosophytalk.org/about-us#sthash.P0T5m5uj.dpuf>

- Excerpts from **Tony Roy's "Symbolic Logic: An Accessible introduction to Serious Mathematical Logic"** Version 7.1 - September 7, 2015.

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks:

**Textbook adoption:**

[20 Questions in Philosophy 7th edition](#) - ISBN-10:

1439043965, ISBN-13: 978-1439043967

- \$136.40 via Amazon.com(1/30/2017) x 45 (class of 45 students) = \$6,138

[Sophie's World](#) - ASIN: B002DQUP6S

- \$6.00 via Amazon.com(1/30/2017) x 45 (class of 45 students) = \$270

[Grendel](#) by John Gardner - ISBN-10: 0679723110,

ISBN-13: 978-0679723110

- \$9.70 via Amazon.com(1/30/2017) x 45 (class of 45 students) = \$436.50

Description of Additional Costs:

The Plague by Albert Camus can serve as a second semester alternative to Grendel.

Philosophy Talk Podcasts are supplemental to the main text and can offer students extra opportunities for students to engage in the material via these podcasts.

Additional costs:\$

**Alternative Text to Grendel:**

[The Plague](#) by Albert Camus - ISBN-10: 0679720219,

ISBN-13: 978-0679720218

\$10.13 via Amazon.com(1/30/2017) x 45 (class of 45 students) = \$455.85

Add additional \$349.95 for entire library of [Philosophy Talk Podcasts](#). This is just supplemental and not necessary for the curriculum. If purchased, the entire library of shows would be available for download. Including this purchase, the total would be **\$7,650.30**. Not sure if this would be a one time purchase for the district.

**Total cost per class set of instructional materials:**

\$7,300.30 ( **\$7,650.30** if Philosophy Talk Podcasts are included)

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate

not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

## 20. Key Assignments

**Structural Overview:** Students will complete a scaffolded philosophic précis per each reading. Some weeks may have up to three readings. The course is divided into two sections; the first six weeks dealing with "Epistemology" and the second six weeks dealing with "Ethics". At the end of each six week period, students will complete a synthesis essay demonstrating understanding of the texts and concepts covered. At the end of the semester, students will take a multiple choice final.

21.

## Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Power-Point-Presentations
- Lecture
- Think-Pair-Share
- Cornell Notes
- Socratic Seminar
- Homework Practice: logical derivations
- Journal Writing
- On Demand Constructive Response Writing
- Critical Listening to Podcasts
- Viewing Multi-Media presentations/Youtube/TED videos
- Multiple Choice Tests via Haiku/EADMS
- Research Project
- Student Created Wiki Pages

## Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Writings: Philosophic Précis, On-Demand Writings, Research Essays
- Socratic Discussions
- Quizzes
- Ticket-Out-The-Doors
- Midterm/Final

## COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day	Objective	Standards	Chapters
1.	<p><b>Introduction to Philosophy</b></p> <ul style="list-style-type: none"> <li>● Go over syllabus</li> <li>● Introduction from 20 questions</li> </ul> <p>What is Philosophy? What is not Philosophy? Why study it? Is it important? How should we approach philosophy in this class?</p>	<p><b>Key Ideas and Details:</b></p> <p>RSLs: 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>RSLs: 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	
2 weeks	<p><b>Unit 1 - Logic</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Tony Roy - <i>Logical Validity and Soundness</i></li> </ul> <p>Truth as Correspondence:</p> <ul style="list-style-type: none"> <li>● What is truth?</li> </ul> <p>Truth Tables:</p> <ul style="list-style-type: none"> <li>● How do we determine what sentences are true? What are sentential truth operators?</li> </ul> <p>Syllogisms, Deductive Validity and Soundness:</p> <ul style="list-style-type: none"> <li>● How do we preserve truth in argument? What is the difference between rhetorically persuasive arguments and truth preserving arguments? What is deductive validity? What is soundness?</li> </ul> <p>Fallacious Argumentation:</p> <ul style="list-style-type: none"> <li>● Where do formal arguments go wrong? What are Logical Fallacies?</li> </ul> <p>Inductive Arguments and Reasoning.</p> <ul style="list-style-type: none"> <li>● What is the difference between a</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p>RSLs: 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>RSLs: 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>Craft and Structure:</b></p> <p>RSLs: 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>RSLs: 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p><b>*Common Core Math Standards:</b></p> <p><b>Algebra</b></p> <p><i>Interpret the structure of expressions</i></p> <p>1. Interpret expressions that represent a quantity in terms of its context. (Sentential Logic)</p>	<p><b><i>Symbolic Logic: An Accessible Introduction to Serious Mathematical Logic: Chpt 1 - Logical Validity and Soundness.</i></b></p>



	<p>deductive and inductive argument? When do we use inductive reasoning instead of deductive reasoning?</p> <p>What are necessary and sufficient conditions?</p>	<p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. (Sentential Logic)</p> <p><b>Mathematics II -</b></p> <p>5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.</p>	
	<p><b>Unit 2 - Epistemology - What is the nature of knowledge?</b></p> <p><b>Narrative Reading: Sophie's World</b></p> <p><b>Text: 20 Questions - An Introduction to Philosophy -7<sup>th</sup> edition</b></p>		
3 weeks	<p><b>What do I know? - p260</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● <b>Plato</b> - The Myth of the Cave – p264</li> <li>● <b>Rene Descartes</b> - Meditation <ul style="list-style-type: none"> <li>· <b>Mark Rowlands</b> - Keanu's Cartesian Meditations. - p271</li> </ul> </li> <li>● <b>Bertrand Russell</b> - Appearance and Reality – p283</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <b>Lorraine Code</b> - <i>What Can She Know?</i> – p285</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSLS: 1 -</b> . Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSLS: 2 -</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 6 -</b></p> <p>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</p> <p><b>RSLH: 7 -</b></p> <p><b>integration of knowledge and ideas</b></p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>From 20 Questions: Chapter 7</b></p>

		<p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
3 weeks	<p><b>How is my mind connected to my body?</b> – p212</p> <ul style="list-style-type: none"> <li>● <b>Rene Descartes</b> - Mind as Distinct from Body: Meditations I &amp; II – p217</li> <li>● <b>Gilbert Ryle</b> - The Concept of Mind – p220</li> <li>● <b>David Chalmers</b> - The Puzzle of Conscious Experience – p233</li> <li>● <b>John Searle</b> - The Problem of Consciousness – p239</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>· <b>Daniel Dennett</b> – <i>Consciousness: How Much is That in Real Money?</i> - p256</li> <li>· <b>Colin McGinn</b> – <i>The Mysterious Flame</i> – p246</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSI: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSI: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10-</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>RSLH: 7 -</b> <b>integration of knowledge and ideas</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><b>(From 20 Questions: Chapter 6):</b></p>
3 weeks	<p><b>Who Am I?</b> – p322</p> <ul style="list-style-type: none"> <li>● <b>John Perry</b> - The First Night – p325</li> <li>● <b>John Locke</b> - Of Identity and</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSI: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any</p>	<p><b>(From 20 Questions: Chapter 9)</b></p>

	<p>Diversity – p339</p> <ul style="list-style-type: none"> <li>● <b>David Hume</b> - Of Personal Identity – p344</li> <li>● <b>Elizabeth Wolgast</b> – Personal Identity: Many Criteria – p349</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <b>Bernard Williams</b> - <i>Identity and Identities.</i> – p356</li> </ul>	<p>gaps or inconsistencies in the account</p> <p><b>RSI: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WS: 1 –</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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.</p> <p>c. Use words, phrases, and</p> <p><b>RSLH: 7 -</b> <b><i>integration of knowledge and ideas</i></b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	
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<p>2 weeks</p>	<p><b>How Does Language Make Me Think The Way I Do?</b> – p290</p> <ul style="list-style-type: none"> <li>● <b>Jonathan Swift</b> - Getting Rid of Words – p293</li> <li>● <b>Ludwig Wittgenstein</b> - Meaning as Use</li> <li>● <b>Benjamin Whorf</b> – Language Thought and Reality - p300</li> <li>· <b>Steven Pinker</b> - The Language Instinct – p309</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSI: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSI: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WS: 1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>RSLH: 7</b> - <i>integration of knowledge and ideas</i> Integrate and evaluate multiple sources of information presented in diverse formats</p>	<p><i>(From 20 Questions: Chapter 8)</i></p>
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		<p>and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
2 weeks	<p><b>What does Science tell me about the world? - p126</b></p> <ul style="list-style-type: none"> <li>● <b>Carl Hempel</b> - The Deductive--Nomo-logical Model of Science – p129</li> <li>● <b>Thomas Kuhn</b> - The Structure of Scientific Revolutions – p136</li> <li>● <b>Karl Popper</b> - Science: Conjectures and Refutations – p143</li> <li>● <b>Richard Feyman</b> - Seeking New Laws of Nature – p156</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSI: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSI: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WS: 1 –</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims fairly 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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and</p>	<p><b>(from 20 Questions: Chapter 4)</b></p>

		<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>RSLH: 7 -</b> <b>integration of knowledge and ideas</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
review + 1 day	<b>Semester 1 Final/Midterm</b>		
	<p><b>Semester II - Ethics:</b> <b>Living a Good Life</b> <b>Narrative Reading: Grendel</b> <b>Text: 20 Questions: an introduction to philosophy</b></p>		
2 weeks	<p><b>Why shouldn't I be Selfish? – p502</b></p> <ul style="list-style-type: none"> <li>· <b>Plato</b> - The Ring of Gyges – p507</li> <li>· <b>Epicurus</b> - The Pursuit of Pleasure - p510</li> <li>· <b>Thomas Hobbes</b> - People are Selfish – p513</li> <li>· <b>Richard Dawkins</b> – The Selfish Gene - p514</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <i>Ayn Rand - The Virtue of Selfishness –p524</i></li> <li>● <i>Jim Holt - The Life of a Saint – p534</i></li> <li>● <i>Tracy Kidder – The Good Doctor – p531</i></li> <li>· <b>Sharon Begley</b> - Adventures in Good and Evil: The Evolutionary Roots of Morality – p516</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSLS: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSLS: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10-</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>(From 20 Questions: Chapter 14)</b></p>

2-3 weeks	<p><b>What is The Right Thing for Me to Do?</b> – p576</p> <ul style="list-style-type: none"> <li>● <b>Aristotle</b> - Happiness and the Good Life – p584</li> <li>● <b>David Hume</b> - Morality is an Emotional Response - p592</li> <li>● <b>John Stuart Mill</b> - Utilitarianism – p598</li> <li>● <b>Immanuel Kant</b> - Foundations of the Metaphysics of Morals – p594</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <b>Simone De Beauvoir</b> - <i>Freedom and Morality</i> – p604</li> <li>● <b>Bob Kane</b> - <i>Through the Moral Maze</i> - p608</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSLs:</b> 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSLs:</b> 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10-</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<i>(from 20 Questions: Chapter 16)</i>
5 weeks	<p><b>Am I Free to Choose What I Do?</b> – p644</p> <ul style="list-style-type: none"> <li>● <b>Aristotle</b> - Voluntary and Involuntary Action – p647</li> <li>● <b>Baron d'Holbach</b> - Are We Cogs in the Universe? – p649</li> <li>● <b>John-Paul Sartre</b> - Freedom and Responsibility – p660</li> <li>● <b>B.F. Skinner</b> - Freedom and the Control of Men – p662</li> <li>● <b>Bob Kane</b> - The Significance of Free Will: Old Dispute New Themes – p673</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <b>(Patricia Churchland)</b> - Do We Have Free Will? - p667</li> </ul>	<p><b>Key Ideas and Details:</b></p> <p><b>RSLs:</b> 1. cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSLs:</b> 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 10-</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>RSLH: 7 -</b> <i>integration of knowledge and ideas</i> Integrate and evaluate multiple sources of</p>	<i>(From 20 Questions: Chapter 18)</i>

		<p>information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
<p>5 weeks</p>	<p><b>What do I Justly Deserve? - p679</b></p> <ul style="list-style-type: none"> <li>● <b>Plato</b> - Does Might Make Right? – p681</li> <li>● <b>Thomas Hobbes</b> - Justice and the Social Contract? – p684</li> <li>● <b>John Stuart Mill</b> - A Utilitarian Theory of Justice – p688</li> <li>● <b>John Rawls</b> - Justice as Fairness – p692</li> <li>● <b>Robert Nozick</b> - The Principle of Fairness – p697</li> <li>● <b>Iris Young</b> - The Myth of Merit – p707</li> <li>● <b>Malcom X</b> - Human Rights, Civil Rights – p716</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>● <b>Peter Singer</b> - <i>Rich and Poor</i> - p704</li> <li>● <b>Cheshire Calhoun</b> - <i>Justice, Care, and Gender Bias</i> – p717</li> </ul> <p><b>Michael Sandel</b> - "What's The Right Thing To Do?" - Harvard University Online-Course/Youtube Videos:  <a href="https://www.youtube.com/watch?v=kBdfcR-8hEY">https://www.youtube.com/watch?v=kBdfcR-8hEY</a></p>	<p><b>Key Ideas and Details:</b></p> <p><b>RSLs: 1.</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p><b>RSLs: 2.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RSI: 7 -</b> 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</p> <p><b>RSI: 10.</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>WS: 1 –</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>b. Develop claim(s) and counterclaims</p>	<p><b>(From 20 Questions: Chapter 19)</b></p>



		<p>fairly 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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WS: 4 –</b> 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.)</p> <p><b>RSLH: 7 -</b> <i>integration of knowledge and ideas</i> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RSLH: 8 -</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	
<b>Review+ 1 day</b>	<b>Final</b>		

**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

**History of Course Development (optional)**