

Philosophy I & II
12th Grade

SOC 601/602 Philosophy (I-II)

1 credit
5 days per week; 1 year
Taught in English

This is a *required course for the 12th grade students* in the Mexican / U.S. program. This is an introduction to the field of Philosophy. Philosophy, like other disciplines in Humanities explores some of life's most fundamental questions. What is distinctive about Philosophy is its effort to address these questions through the human capacity to reason. Philosophical answers are based on reasoned argument, which analyze and seek to justify beliefs. Philosophy is a kind of self-examination. As students look closely at themselves and the world they live in through readings, discussions, lectures and other activities, the emphasis is on students "doing philosophy". Active participation will be an essential component of this course as students try to uncover and assess varying points of view concerning philosophic problems about truth, reality, and values.

Textbook: Wolff, Robert Paul. About Philosophy. Prentice Hall:
Upper Saddle River, NJ (2006 Edition)

Prerequisite: NONE

Benchmark Code – Subject: Social Studies – Philosophy = PH

Strand 1= Introduction to Philosophical Concepts

Strand 2= Epistemology

Strand 3= World Religions

Strand 4= Political and Ethical Philosophy

Strand 5= Reading Standards for Literacy

Strand 6= Writing Standards for Literacy

Code: Subject.Grade.Strand#.Standard#. Benchmark#

Strand 1: Introduction to Philosophical Concepts and Skills

Standard 1: The student expresses an understanding of what philosophy is and how to utilize philosophy in their lives.

Benchmark Code	Benchmark
PH.12.1.1.1	The student will explain why philosophy is studied and taught.
PH.12.1.1.2	The student will communicate awareness of the nature of valid/sound arguments and logical fallacies.
PH.12.1.1.3	The student will demonstrate ability to construct logical argument, employing the techniques of formal and informal methods of reasoning as appropriate.
PH.12.1.1.4	The student will demonstrate ability to recognize a number of basic fallacies.

PH.12.1.1.5	The student will demonstrate an appreciation of how generalizations can be supported or weakened by detailed discussion and judge the success of standard arguments.
PH.12.1.1.6	The student will develop and articulate a personal philosophy of life which addresses the major philosophical concepts covered in the course.
PH.12.1.1.7	The student will philosophically analyze current events and modern day social issues.
PH.12.1.1.8	The student will compare and contrast personal philosophical ideas with those of past philosophers.
PH.12.1.1.9	The student will keep a journal containing coherent text with proper development and linking of personal ideas to philosophical content.
PH.12.1.1.10	The student will effectively summarize concepts presented in literature and movies by constructing a one to two page argument-prose.
Standard Two: The student utilizes the text Sophie's World and applies it to their study of philosophy over the course of the year.	
PH.12.1.2.1	The student will demonstrate awareness of the relationship between the philosophical content in the novel Sophie's World to concepts presented in the course.
PH.12.1.2.2	The student will demonstrate knowledge of the order/sequence of the individual events happening to Sophie throughout the novel.
PH.12.1.2.3	The student will identify the characteristics of the major conceptual eras of philosophy using content from the novel.
PH.12.1.2.4	The student will develop a philosophical understanding of the relationship between Sophie and Hilde.
Strand Two: Epistemology	
Standard One: S The student gains awareness of the basic tenets of Epistemology and Rationalism.	
PH.12.2.1.1	The student will demonstrate an awareness of the relationship between active philosophy and epistemology.
PH.12.2.1.2	The student will explain the difference between inductive and deductive reasoning.
PH.12.2.1.3	The student will define the nature of the debate between rationalism and empiricism.
PH.12.2.1.4	The student will explain the ways in which we acquire knowledge.
PH.12.2.1.5	The student will differentiate between a priori and a posteriori knowledge
PH.12.2.1.6	The student will relate ancient Greek mythology with the origins of philosophy and epistemology.
PH.12.2.1.7	The student will demonstrate understanding of various Pre-Socratic and early Natural philosophers (e.g. Thales of Miletus) to the origins of philosophy and epistemology.
PH.12.2.1.8	The student will identify the characteristics of the Sophists and underlying differences between the Sophists and Socrates.
PH.12.2.1.9	The student will demonstrate an understanding of Socratic Dialogues and relate them to Epistemology.
PH.12.2.1.10	The student will evaluate Pythagoras' contribution to philosophy.
PH.12.2.1.11	The student will identify and explain the significance of different elements in Plato's Allegory of the Cave.

PH.12.2.1.12	The student will distinguish between Plato's Forms or Ideas.
PH.12.2.1.13	The student will analyze the historical record surrounding Diotima of Mantinea and the origin of Platonic love.
PH.12.2.1.14	The student will explain the historical importance of Hypatia and relate her to Ancient Greek rationalism's view on the capacities and role of females in society.
PH.12.2.1.15	The student will analyze Aristotle and Gottfried Leibniz's theories on causation.
PH.12.2.1.16	The student will connect the philosophies of Mary Astrell, Lady Mary Shepherd and Anne Conway to the field of epistemology.
PH.12.2.1.17	The student will list the similarities and differences between the epistemological ideas of Descartes, Spinoza, and Hegel.
PH.12.2.1.18	The student will identify and distinguish between the philosophies of the Continental Rationalists and the British Empiricists.
Standard Two: The student gains a knowledge of the epistemological field of Skepticism.	
PH.12.2.2.1	The student will compile a basic understanding of philosophical skepticism.
PH.12.2.2.2	The student will understand the teachings of Sextus Empiricus and the ideas of Pyrrhonism.
PH.12.2.2.3	The student will understand Descartes' role as both a rationalist and a skeptic.
PH.12.2.2.4	The student will relate Descartes' theories on the nature of the mind and existence of God to skepticism.
PH.12.2.2.5	The student will compare the ideas of body-mind dualism and monism.
PH.12.2.2.6	The student will analyze the role of Elisabeth of Bohemia in the development of rationalism.
PH.12.2.2.7	The student will understand methodological skepticism and its importance in the natural sciences.
PH.12.2.2.8	The student will express the significance of a Black Swan.
PH.12.2.2.9	The student will analyze the role of skepticism in modern day philosophy, focusing on the work of Celia Green.
Standard Three: The student explores the epistemological field of Empiricism.	
PH.12.2.3.1	The student will comprehend the basic ideas of empiricism.
PH.12.2.3.2	The student will relate the ideas of Epicurus to Empiricism.
PH.12.2.3.3	The student will examine the Aristotle, Ibn Tufail and Locke's theory of the Tabula Rasa, and its contrast to the theory of innate ideas.
PH.12.2.3.4	The student will analyze the theory of nominalism and the work of Peter Abelard & Héloïse d'Argenteuil.
PH.12.2.3.5	The student will connect the ideas of Catharine Macaulay and Anna Maria van Schurman, the role of education and the field of epistemology.
PH.12.2.3.6	The student will list the epistemological contributions, similarities and differences between the ideas of Locke, Hume, and Kant.
PH.12.2.3.7	The student will identify the 4 primary categories of Sir Francis Bacon's Idols and describe real world examples of each.
PH.12.2.3.8	The student will interpret the relationship between empiricism and David Hume's theories of empirical metaphysics and evaluation of human nature.

Standard Four: The student is familiar with the Philosophy of Science and its relationship to Philosophical thought.	
PH.12.2.4.1	The student will understand the connection between the natural sciences and philosophy.
PH.12.2.4.2	The student will relate comprehend the Milesian and Ancient Greek's contribution to origin of natural science.
PH.12.2.4.3	The student will interpret the difference between materlism and idealism and their relationship to the early Natural Sciences.
PH.12.2.4.4	The student will understand the influence Roger Bacon and the early Scientific Method on the Philosophy of Science.
PH.12.2.4.5	The student will examine the importance of the Natural Philosophers Copernicus and Galileo and during the Scientific Revolution.
PH.12.2.4.6	The student will estimate the influence of Margaret Cavendish and Émilie du Châtelet's on experimental philosophy, scientific research and the spread of the Enlightenment.
PH.12.2.4.7	The student will analyze the role of philosophy and ethics in modern day science.
Strand Three: World Religions and Belief Systems	
Standard One: The student is familiar with the major world religions. They will analyze belief systems and understand the basis of the philosophy of religion.	
PH.12.3.1.1	The student will understand the belief systems of the major world religions.
PH.12.3.1.2	The student will demonstrate familiarity with some central theories and arguments in the field of world religions.
PH.12.3.1.3	The student will understand the similarities and differences between European Polytheistic, Abrahamic, Dharmic, and Sino-Asian religions.
PH.12.3.1.4	The student will understand the characteristics of Sino-Asian moral systems: Confucianism and Daoism.
PH.12.3.1.5	The student will identify differences in the various branches of Christianity (Catholic—Roman and Eastern, Orthodox-Oriental and Eastern, Protestant—Lutheran, Reform, Evangelical, Pentecostal, Post-Protestant—Mormons, Millerites/Adventists/Jehovah Witnesses).
PH.12.3.1.6	The student will compare and contrast various Monotheistic (Zoroasterians, Abrahamic), polytheistic religions (Paganism, Animism, Hinduism) and non-theistic religions (Buddhism, Jainism, Confucianism).
PH.12.3.1.7	The student will explain the relationship between philosophy and human consciousness.
PH.12.3.1.8	The student will understand the common roots of Abrahamic religions (Judaism, Christianity, Islam) and their evolved differences.
PH.12.3.1.9	The student will understand the biographies, background and teachings of major religious leaders and prophets.
PH.12.3.1.10	The student will identify the major branches of Islam (Sunni, Shia, Sufi).
PH.12.3.1.11	The student will explain the nature of the various arguments related to God's Existence.
PH.12.3.1.12	The student will study various theories relating to the nature of God and the problem of Evil.

PH.12.3.1.13	The student will compare and contrast the theories of the afterlife found in philosophy and the major world religions.
PH.12.3.1.14	The student will identify and explain the body/soul dichotomy and how it relates to the question of what it means to be human.
PH.12.3.1.15	The student will compare and contrast monism and dualism their relationship to the soul.
PH.12.3.1.16	The student will compare the ideas of free will and determinism and how they relate to the philosophy of religion.
PH.12.3.1.17	The student will utilize primary sources and religious texts to understand the teachings and ideas of major world religions and religious philosophers.
PH.12.3.1.18	The student will understand the dharmic religions (Jainism, Hinduism, Buddhism).
PH.12.3.1.19	The student will understand Dharmic religious concepts of karma, reincarnation.
PH.12.3.1.20	The student will identify the various forms of modern Judaism (Ultra-Orthodox, Orthodox, Conservative, Reform), and major Jewish holidays.
PH.12.3.1.21	The student will identify the various forms of Buddhism (Theravada, Mahayana, and Vajrayana-Tibetan).
PH.12.3.1.22	The student will identify early modern religious movements: Sikh, Ba’hai, Unitarian Universalist.
PH.12.3.1.23	The student will identify and analyze the role of women in historical and modern religious communities.
PH.12.3.1.24	The student analyze the relationship between religious movements and modern political conflict.
PH.12.3.1.25	The student will analyze the strain of traditional religious belief and modern pluralistic society.
PH.12.3.1.26	The student will analyze the relationship between traditional belief, fundamentalist belief, and modernity.
Strand Four: Politics and Ethics	
Standard One: The student questions, “What does it mean to live a good life?”	
PH.12.4.1.1	The student will evaluate the idea of Virtue ethics and the question, “What does it mean to live a good life?”
PH.12.4.1.2	The student will relate Strand Four with Strand Three and understand the connection between virtue, ethics, morals and religion.
PH.12.4.1.3	The student will compare and contrast normative ethics and consequentialism.
PH.12.4.1.4	The student will analyze the life of Aspasia of Athens and relate it to the ancient study of Virtue.
PH.12.4.1.5	The student will interpret the philosophy of the Stoics, Zeno of Citium and Epictetus.
PH.12.4.1.6	The student will identify the major beliefs of the Cynics and the theories of Hipparchia of Maroneia, Diogenes of Sinope and Crates of Thebes.
PH.12.4.1.7	Students will comprehend Plato’s theory of the Four Cardinal Virtues.
PH.12.4.1.8	The student will examine Aristotelian Ethics including the work Nicomachean Ethics.
PH.12.4.1.9	The student will understand the Greek term eudaimonia and its relationship to Virtue ethics.

PH.12.4.1.10	The student will comprehend the historical importance and moral philosophies of Marguerite Hessein de La Sablière and Kristina Wasa.
PH.12.4.1.11	The student will discuss the philosophical idea of the gender double-standard in virtue ethics (e.g. Damaris Cudworth Masham).
Standard Two: The student comprehends the Theory of the Social Contract and its importance in philosophy, politics and activism.	
PH.12.4.2.1	The student will define the major tenants of Social Contract Theory.
PH.12.4.2.2	The student will describe the nature of the relationship between Hobbes and Machiavelli's theories of morality and Social Contract Theory.
PH.12.4.2.3	The student will interpret the theories and works of Jean-Jacques Rousseau, John Locke and John Rawls in regards to Social Contract Theory.
PH.12.4.2.4	The student will demonstrate an understanding of the distinction between the characteristics of a dystopian and utopian vision of society and identify necessary social conditions for either to exist.
PH.12.4.2.5	The student will compare Sir Thomas More's Utopia to modern utopian fiction works by B.F. Skinner and Charlotte Perkins Gilman.
PH.12.4.2.6	The student will analyze the use of dystopias and utopias to make social commentary in the fields of feminism, environmental activism and minority rights.
PH.12.4.2.7	The student will compare utopian philosophy with modern utopian communities (e.g. Fruitlands, Brook Farm, Nashoba, Earthlands, Oneida, The Farm, Freetown Christiana etc.).
PH.12.4.2.8	The student will connect the political theory of anarchism with social contract theory.
PH.12.4.2.9	The student will demonstrate knowledge of prominent anarchists such as William Godwin, Pierre-Joseph Proudhon and Emma Goldman.
Standard Three: The student studies Classical Liberalism and its origins in the 18 th and 19 th Centuries.	
PH.12.4.3.1	The student will identify the founding beliefs of Classical Liberalism.
PH.12.4.3.2	The student will track the evolution of classical liberalism.
PH.12.4.3.3	The student will construct an understanding of the European Enlightenment and important philosophers.
PH.12.4.3.4	The student will explain Kant's theory of natural law.
PH.12.4.3.5	The student will analyze the idea of natural rights.
PH.12.4.3.6	The student will analyze French revolutionary thought including Olympee de Gouges, Madame de Staël, Montesquieu, Rousseau and Voltaire.
PH.12.4.3.7	The student will compare and contrast Edmund Burke's modern conservatism with the idea of classical liberalism.
PH.12.4.3.8	Students will differentiate between the idea of popular sovereignty and earlier political theories.
PH.12.4.3.9	The student will understand the historical development of feminism including the work of Mary Wollstonecraft, Susan B. Anthony, Lucretia Coffin Mott, Elizabeth Cady Stanton, Judith Sargent Murrery, and other early feminist writers.
PH.12.4.3.10	The student will compare and contrast the political and economic ideas of John Locke, Thomas Malthus, and David Ricardo.

PH.12.4.3.11	The student will analyze the ideas of utilitarianism, natural law and individual liberty.
Standard Four: The student analyzes Modern Philosophical and Sociological Theories, their importance in everyday life and their origins in the field of Philosophy.	
PH.12.4.4.1	The student will examine the tenets of Social Construct theory.
PH.12.4.4.2	The student will understand the relationship between historical materialism and social construct theory
PH.12.4.4.3	The student will use a constructivist model for identifying, analyzing, and developing solutions to problems in the real world.
PH.12.4.4.4	The student will interpret the social construction of categories such as race and gender.
PH.12.4.4.5	The student will compare and contrast the philosophies of Raya Dunayevskaya, Karl Marx and Agnes Heller.
PH.12.4.4.6	The student will examine Émile Durkheim and Auguste Comte's theory of Positivism and its contrast to Social Construct Theory.
PH.12.4.4.7	The student will interpret the social theories Foucault and Derrida.
PH.12.4.4.8	The student will understand 1 st , 2 nd and 3 rd wave feminism and its importance in modern philosophy.
PH.12.4.4.9	The student will demonstrate knowledge of modern race theory including work by the philosophers W.B. Dubois, Booker T. Washington, Martin Luther King Jr. and Malcolm X.
PH.12.4.4.10	The student will interpret standpoint theory and analyze inter-subjective discourses.
PH.12.4.4.11	The student will evaluate modern Race Theory.
PH.12.4.4.12	The student will explain the basis of cultural pluralism and globalization.
PH.12.4.4.13	The student will identify the effects of colonization and the work of Frantz Fanon.
PH.12.4.4.14	The student will be familiar with the metaphors of the melting pot and salad bowl in relation to multiculturalism.
Standard Five: The student learns the basics of the Philosophy of Existentialism.	
PH.12.4.5.1	The student will define the major tenants of existential philosophy.
PH.12.4.5.2	The student will relate the ideas of existence and essence to existential philosophy.
PH.12.4.5.3	The student will distinguish between and identify similarities and differences between the philosophies of Kierkegaard, Jean-Paul Sartre, Simone de Beauvoir, Nietzsche, and Albert Camus.
PH.12.4.5.4	The student will understand the influence of existentialism in artwork, film and literature.
PH.12.4.5.5	The student will understand the roles of anxiety and faith in existential philosophy.
PH.12.4.5.6	The student will explore Kierkegaard's Three Stages of Life.
PH.12.4.5.7	The student will identify and discuss Nietzsche's concepts of will to power, eternal return, death of God, and Overman.
PH.12.4.5.8	The student will identify the relationship between existentialism and second-wave feminism via Simone de Beauvoir.

Strand 5: Reading Standards for Literacy

Standard 1: The student reads closely to identify key ideas and details in informational text.

Benchmark Code	Benchmark
PH.12.5.1.1	The student will cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
PH.12.5.1.2	The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.
PH.12.5.1.3	The student will evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Standard 2: The student identifies the craft and structure of an informational text.

Benchmark Code	Benchmark
PH.12.5.2.1	The student will determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
PH.12.5.2.2	The student will analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
PH.12.5.2.3	The student will evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Standard 3: The student integrates knowledge and ideas in informational text.

Benchmark Code	Benchmark
PH.12.5.3.1	The student will integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
PH.12.5.3.2	The student will evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. .
PH.12.5.3.3	The student will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Standard 4: The student increases own range of reading and level of text complexity in informational text.

Benchmark Code	Benchmark
PH.12.5.4.1	The student will read and comprehend history/social studies texts in the grades 11 th to 12 th text complexity band independently and proficiently.

Strand 6: Writing Standards for Literacy

Standard 1: The student writes arguments that focus on discipline-specific content.

Benchmark Code	Benchmark
PH.12.6.1.1	The student will 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 the claim(s), counterclaims, reasons and evidence.

PH.12.6.1.2	The student will develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
PH.12.6.1.3	The student will 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.
PH.12.6.1.4	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
PH.12.6.1.5	The student will provide a concluding statement or section that follows from or supports the argument presented.
Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.	
Benchmark Code	Benchmark
PHS.12.6.2.1	The student will introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
PH.12.6.2.2	The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotation, or other information and examples appropriate to the audience’s knowledge of the topic.
PH.12.6.2.3	The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts..
PH.12.6.2.4	The student will use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
PH.12.6.2.5	The student will provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Standard 3: Production and Distribution of Writing	
Benchmark Code	Benchmark
PH.12.6.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PHS.12.6.3.2	The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
PH.12.6.3.3	The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Standard 4: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
PH.12.6.4.1	The student will 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. .
PH.12.6.4.2	The student will 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 specific task, purpose, and audience integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on al any one source and following standard format for citation.
PH.12.6.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
Standard 5: Range of Writing	
Benchmark Code	Benchmark
PH.12.6.5.1	The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.