

COMMUNITY UNIT SCHOOL DISTRICT 200

Philosophy High School - Grades 11, 12 Intermediate Level – One Semester Elective

- 1. Subject Expectation (State Goal 14) The student will understand political systems.**

Essential Learning 1 (Learning Standard F)	Understand the development of United States political ideas and traditions
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- Critical Content 14.F.5 a. interpret how changing geographical, economic, technological and social forces affect political ideas and traditions
- define freedom and justice
 - evaluate the delivery of justice in cases such as the Nuremberg trials, capital punishment, etc.
 - discuss ethical/psychological egoism and ethical/psychological altruism and their impact on political issues

- 2. Subject Expectation (State Goal 16) The student will understand events, trends, individuals, and movements shaping the history of philosophy.**

Essential Learning 1 (Learning Standard A)	Apply the skills of historical analysis and interpretation
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- Critical Content 16.A.5a a. analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings)
- analyze human thought from a variety of philosophical approaches
 - empirical, rational, phenomenological, existentialism, skepticism, stoicism, Epicureanism, etc.
 - apply logical reasoning to different philosophical situations
 - research key philosophers theories regarding epistemology, metaphysics, and ethics
 - Plato, Aristotle, Descartes, Kant, Lao-tzu, Confucius, Sartre, Russell, etc,
 - trace the evolution of religious philosophies through

historical eras such as Middle Ages, Enlightenment, Post-Modern, etc.

- evaluate the relevancy of ethical theories such as absolutism, relativism, utilitarianism, and situation ethics

Essential Learning 2 (Learning Standard D)	Understand Illinois, United States and world social history
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| Critical Content | 16.D.5 | a. analyze the relationship between an issue in world social history and the related aspects of political, economic, and environmental history |
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- evaluate the concept of free will as it relates to political, economic, and environmental history
 - analyze the impact of new age thought on political, economic, and environmental issues
 - apply various theories of ethics to political, economic and social issues
 - demonstrate how different ideologies like collectivism and individualism shape interpretations of political, economic, and environmental issues

3. Subject Expectation (State Goal 17) The student will understand world geography and the effects of geography on society

Essential Learning 1 (Learning Standard D)	Understand the historical significance of geography
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| Critical Content | 17.D.5 | a. analyze the historical development of a current issue involving the interaction of people and geographic factors |
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- distinguish between Eastern and Western philosophical thought regarding issues such as war, religion, scientific innovations, mind-body problem etc.
 - analyze how geography has impacted the diffusion of religious schools of thought

4. Subject Expectation (State Goal 18) The student will understand social systems

Essential Learning 1 (Learning Standard B)	Understand the roles and interactions of individuals and groups in society
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| Critical Content | 18.B. 5 | a. use methods of social science inquiry to study the development and functions of social systems and report conclusions to a larger audience |
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- apply the worldview of various philosophers of metaphysics to today's social systems

- research the doctrines and beliefs of major world religions and report findings to class
- explore the relationship between the individual and society
- synthesize a personal philosophy in relation to key concepts and theories

Essential Learning 2 (Learning Standard C)	Understand how social systems form and develop over time
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| Critical Content | 18.C.5 | <p>a. analyze how social scientists’ interpretations of societies, cultures, and institutions change over time</p> <ul style="list-style-type: none"> • compare and contrast philosophical trends (i.e. materialism, immaterialism, dualism, pluralism, idealism, transcendentalism) • describe key philosophical theories regarding cosmology, epistemology, mind-body relation, ontology, ethics, and aesthetics • appraise the contributions to thought made by thinkers such as Plato, Descartes, Spinoza, Leibniz, Kant, Locke, Heidegger, Sartre, Kierkegaard, Nietzsche, etc. |
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