

Essential Understandings	<ul style="list-style-type: none"> ▪ Philosophy (philo + Sophia) developed as a way of understanding man and the world that he lives in without recourse to supernatural explanations. ▪ We accept the fact that life is important therefore we are obliged to live it well. ▪ There are five main branches to philosophy. ▪ Moral philosophy is the attempt to achieve a systematic understanding of the nature of morality and what it requires of us.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the difference between ethics and morality? ▪ Who were the pre-Socratics and how did they change the way that we look at the world? ▪ Who were the Sophists and why did they raise questions about the place of the individual in society? ▪ Who was Socrates and how did he define the modern concepts of morality and ethics and why is the study so important? ▪ How can we apply these concepts of ethics and morality to problems in our own lives and in our modern world?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The Ancient Greeks were the first to attempt to understand their universe as an order governed by rational principles. ▪ Ethics is the study of human conduct and the attempt to establish the norms which are considered to be good, as well as those that are considered to be bad. ▪ Morality attempts not so much to decide first principles, but to decide how to act upon them. ▪ Ethics, therefore, deals with the study of right and wrong and morality deals with the doing of right and wrong.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Pre-Socratics, Sophists, philosophy, ethics, morality, politics, logic, esthetics, metaphysics
Essential Skills	<ul style="list-style-type: none"> ▪ Develop and utilize critical thinking skills. ▪ Apply theory to real-life situations. ▪ Explain the minimal conception of reality.

<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a variety of audiences using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills. j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and Patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Didactic classroom presentation on the origins of philosophy. ▪ Discussion of case studies in modern medical ethics.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of student performance in class discussions ▪ Essay response

Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>The Elements of Moral Philosophy</u> – James Rachels▪ <u>Other Materials:</u><ul style="list-style-type: none">○ Handout on the Baby Theresa organ donation case
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