

Curriculum Map and Pacing Guide

Philosophy Honors #2120910



Contents:

- Philosophy Honors Course Description
- Philosophy Honors Quarterly Pacing
- Florida's State Academic Standards- Social Studies, 2023

Revised ~ June 2023

Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.



General Notes

Philosophy Honors - The grade 9 -12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply



Florida's State Academic Standards: Philosophy Education 2023	SS.912.A.1.2 SS.912.A.1.5 SS.912.A.3.10 SS.912.H.1.4 MA.K12.MTR.1.1 MA.K12.MTR.4.1 ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1 ELD.K12.ELL.S1.1 ELD.K12.ELL.SS.1 HE.912.C.2.7	SS.912.A.1.2 SS.912.A.1.5 SS.912.A.3.10 SS.912.H.1.4 SS.912.W.5.2 SS.912.W.5.3 SS.912.W.5.4 SS.912.W.5.5 MA.K12.MTR.1.1 MA.K12.MTR.4.1 ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1 ELD.K12.ELL.S1.1 ELD.K12.ELL.SS.1 HE.912.C.2.7	SS.912.A.1.2 SS.912.A.1.5 SS.912.CG.1.2 SS.912.CG.1.4 SS.912.A.3.10 SS.912.H.1.4 SS.912.W.5.2 SS.912.W.5.3 SS.912.W.5.4 SS.912.W.5.5 MA.K12.MTR.1.1 MA.K12.MTR.4.1 ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1 ELD.K12.ELL.S1.1 ELD.K12.ELL.SS.1 HE.912.C.2.7	SS.912.A.1.2 SS.912.A.1.5 SS.912.A.3.10 SS.912.H.1.4 SS.912.W.6.3 MA.K12.MTR.1.1 MA.K12.MTR.4.1 ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1 ELD.K12.ELL.S1.1 ELD.K12.ELL.SS.1 HE.912.C.2.7	SS.912.A.1.2 SS.912.A.1.5 SS.912.A.1.6 SS.912.A.3.10 SS.912.G.2.1 SS.912.G.2.3 SS.912.H.2.3 SS.912.H.3.1 SS.912.H.1.4 SS.912.W.3.2 SS.912.W.6.3 MA.K12.MTR.1.1 MA.K12.MTR.4.1 ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1 ELD.K12.ELL.S1.1 ELD.K12.ELL.SS.1 HE.912.C.2.7
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Philosophy Honors(#2120910) 2023 -And Beyond

- x Students will explain national sovereignty, natural law, self-evident truth, equality of all persons, due process of law, limited government, popular sovereignty, and unalienable rights of life, liberty and property as they relate to Enlightenment ideas in the Declaration of Independence.
- x Students will recognize that national sovereignty, due process of law, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and unalienable rights of life, liberty and property form the philosophical foundation of our government.

Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

[SS.912.CG.1.4:](#)

- x Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- x Students will evaluate how the documents are connected to one another.
- x Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- x Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

rising from technological and scientific
arts within a cu

s poverty, crime and discrimination.

of historical events.

ltures.

Mathematicians who participate in effortful learning both individually and with others:

- x Analyze the problem in a way that makes sense given the task.
- x Ask questions that will help with solving the task.
- x

- x Choose a representation based on the given context or purpose.

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- x Help students make connections between concepts and representations.
- x Provide opportunities for students to use manipulatives when investigating concepts.
- x Guide students from concrete to pictorial to abstract representations as understanding progresses.
- x Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- x Select efficient and appropriate methods for solving problems within the given context.
- x Maintain flexibility and accuracy while performing procedures and mental calculations.
- x Complete tasks accurately and with confidence.
- x Adapt procedures to apply them to a new context.
- x Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- x Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- x

- x Focus on relevant details within a problem.
- x Create plans and procedures to logically order events, steps or ideas to solve problems.
- x Decompose a complex problem into manageable parts.
- x Relate previously learned concepts to new concepts.
- x Look for similarities among problems.
- x Connect solutions of problems to more complicated ~~large~~ situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- x Support students to develop generalizations based on the similarities found among problems.
- x Provide opportunities for students to create plans and procedures to solve problems.
- x Develop students' ~~ab (r)3 (a)4 (0-6 (nd -12 yg)10 (t)-2 (o c)4 (ons)-1 (t)-2 (r)3 (uc)4 (t)-2 (r)3 (e)4 pl)-2 (a~~
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- x Have students estimate or predict solutions prior to solving.
- x Prompt students to continually ask, “Does this solution make sense? How do you know?”
- x Reinforce that students check their work as they progress within and after a task.
- x Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real

[MA.K12.MTR.7.1:](#)

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support