



Course Title: Philosophy: The Big Picture

State: WA

State Course Title: Social Studies

State Standards: Washington State K–12 Learning Standards for Social Studies

Date of Standards: 2019

Percentage of Course Aligned: 92%

Standards	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
SSS1: Uses critical reasoning skills to analyze and evaluate claims.						
SSS1.9-12.1 Critique the precision of a claim about an issue or event.	Unit 4: Hellenistic Philosophy: How Can Humans Be Happy?	Discussion 2	Students complete a discussion question activity where they critique a Hellenistic philosophy and analyze potential outcomes.	Discussion 2		Fully Met
SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.	Unit 5: Christianity and Philosophy in the Middle Ages	Discussion 2	Students complete a discussion question where they analyze and critique the reasoning of a medieval philosopher. Students critique the reasoning and supporting details of the philosophy and explain their own analysis.	Discussion 2		Fully Met
SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.	Unit 5: Christianity and Philosophy in the Middle Ages	Discussion 2	Students submit a discussion question activity where they identify and analyze points of agreement and disagreement with a selected philosophy.	Discussion 2		Fully Met
SSS1.9-12.4 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection	Unit 4: Hellenistic Philosophy: How Can Humans Be Happy?	Discussion 1	Students complete a discussion question and analyze a Hellenistic philosophy that is closest to their own set of beliefs. Students include information from multiple sources in the course to support their analysis.	Discussion 1		Fully Met
SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.	Unit 5: Christianity and Philosophy in the Middle Ages	Discussion 2	Students complete a discussion question where they explain the challenges of analyzing philosophies from different time periods.	Discussion 2		Fully Met
SSS2: Uses inquiry-based research.						
SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.	Unit 2: From Mythology to Philosophy	Discussion 2	Students complete a discussion question where they create and utilize supporting questions and details to analyze the impact of pre-Socratic philosophers had on western civilization.	Discussion 2		Fully Met
SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.	Unit 7: Western Philosophy in the Nineteenth Century	Critical Thinking 1-5	Students complete and submit a critical thinking question where they evaluate the theories of the nineteenth century philosophers to answer a question. Students evaluate the readings based upon supporting details and validity to create a written response.	Critical Thinking 1-5		Fully Met

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Unit 7: Western Philosophy in the Nineteenth Century	Critical Thinking 1-5	Students complete a critical thinking question to determine which is more important: society as a whole or the needs of an individual. Students utilize relevant sources to consider multiple viewpoints and explain how these details support their overall argument.	Critical Thinking 1-5		Fully Met
SSS2.9-12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	Unit 1: The World of Wonder	Lessons 1, 2	Students read and learn about the questioning process to better understanding philosophical theories. Students read about lines of questioning and review types of questions that then bring forth more compelling questions.	Critical Thinking 1-5		Fully Met
SSS3: Deliberates public issues.						
SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.	Unit 4: Hellenistic Philosophy: How Can Humans Be Happy?	Discussion 1	Students complete a discussion question where they analyze a Hellenistic viewpoint in relation to their own philosophy. Students use text details for their supporting argument to strengthen their writing.	Discussion 1		Fully Met
SSS3.9-12.2 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.	Unit 7: Western Philosophy in the Nineteenth Century	Discussion 2	Students complete a discussion question and discuss how philosophers put their theories into practice into society. Students analyze the issue of political activism within societal norms, and discuss strategies of how philosophy could be put into practice in society.	Discussion 2	This standard is partially met and needs to be extended to provide students an opportunity to apply these deliberations and strategies outside of this course.	Partially Met
SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.	This standard is addressed during Discussion Activities throughout the course.	Discussion 1, 2	Throughout the course, students participate in discussion questions where they utilize deliberative processes to analyze an issue. Students complete a thoughtful review of all viewpoints and supporting arguments, and make a conclusion to support their thinking.	Discussion 1, 2		Fully Met
SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	Unit 7: Western Philosophy in the Nineteenth Century	Discussion 2	Students complete a discussion activity where they analyze whether or not philosophers should be involved in political activism, civil rights issues, and societal issues. Students discuss the impact of personal philosophies and interests and how this intersects with contemporary societal issues.	Discussion 2		Fully Met
SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.	Unit 4: Hellenistic Philosophy: How Can Humans Be Happy?	Discussion 2	Students complete a discussion question to analyze Hellenistic philosophies and how they align with contemporary viewpoints. Students integrate evidence from multiple sources to support their arguments.	Discussion 2		Fully Met
SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	Unit 7: Western Philosophy in the Nineteenth Century	Discussion 2	Students complete a discussion question to analyze the relationship between philosophy and political activism. Students assess how philosophy intersects with some political issues at the local or regional level, and highlight strategies on how philosophy can inform activism.	Discussion 2	This standard is partially met and needs to be extended to provide students the opportunity to assess options to engage in civic action in their community.	Partially Met
SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.						
SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.	Unit 8: Western Philosophy in the Twentieth Century	Discussion 1	Students complete a discussion question to analyze the male dominated field of philosophy and how the field may have changed had women been included. Students include multiple reasons and supporting arguments found in course resources to develop their written response.	Discussion 1		Fully Met

SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.	Unit 8: Western Philosophy in the Twentieth Century	Discussion 1	Students construct a written response to analyze the potential impact women would have had on philosophy. Students write clear and concise arguments, cite evidence from sources, and provide room for counterclaims.	Discussion 1		Fully Met
SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).	Unit 6: The Rise of Western Philosophy	Discussion 2	Students complete a discussion question where they analyze The Golden Rule and how it compares to Kant's categorical imperative. Students Include multiple sources of evidence and perspectives to support their claims, and explain its implications for society at large.	Discussion 2	This standard is partially met and needs to be extended to allow students to present this written response using digital technologies and other presentation materials.	Partially Met
SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.	This standard is addressed during Discussion Activities and Critical Thinking Questions throughout the course.	Discussion 1, 2, Critical Thinking 1-5	Throughout the course, students complete critical thinking questions and discussion questions to apply and extend their thinking. Students are expected to use evidence to support their thinking, and draft their own summaries in order to respect intellectual property.	Discussion 1, 2, Critical Thinking 1-5		Fully Met