

<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: WHAT IS PHILOSOPHY</b>	<b>TIMEFRAME: 2 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Identify what philosophy is. 1.2 Identify a philosopher.</p> <p>2.1 Evaluate how philosophers study human nature, the Universe, and the combination of human nature and the Universe. 2.2 Analyze the influential philosophers throughout history.</p> <p>3.1 Interpret rationality, universality, and objectivity. 3.2 Evaluate how each of the characteristics entails the other two.</p> <p>4.1 Identify the limitations of Western Philosophy. 4.2 Analyze the modern problem of the color line.</p>
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**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Group Discussion  
Essays  
Role Play

**RESOURCES:**

About Philosophy (Textbook)  
Readings in Philosophy (supplement)  
Test Item File (supplement)  
Study Guide (supplement)  
Video Series (supplement)  
Library

**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper describing how philosophy can have an effect on the everyday life of a HS student.

<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: THEORY OF KNOWLEDGE</b>	<b>TIMEFRAME: 3 weeks</b>
<b>NATIONAL STANDARDS:</b>	

<b>DISTRICT STANDARDS:</b>	<b>UNIT OBJECTIVES:</b>
<ol style="list-style-type: none"> <li>1. Rene Descartes and his method of doubt.</li> <li>2. Where our knowledge comes from.</li> <li>3. How Immanuel Kant took philosophy into new areas.</li> <li>4. How thoughts have changed in more recent decades.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Explain what Descartes' Method of Doubt is.</li> <li>1.2 Show how our belief system cannot stand up to Descartes' kind of examination.</li> <li>2.1 Discuss the two major thoughts on the source of knowledge: sensation and reason.</li> <li>2.2 Discuss the philosophers who debated the source of knowledge: the empiricists and the rationalists.</li> <li>2.3 Explain how philosophers pushed Descartes' arguments to new limits including physics, mathematics, and God.</li> <li>3.1 Discuss the <i>Critique of Pure Reason</i>, and tell how it changed philosophy.</li> <li>3.2 Explain the areas <i>Critique of Pure Reason</i> touched upon.</li> <li>3.3 Relate Kant to Plato and Aristotle.</li> <li>4.1 Discuss how Western Philosophy has challenged historical thoughts.</li> <li>4.2 Explain the basis for western thoughts on what we know.</li> </ol>

<b>ACTIVITIES:</b>	<b>ASSESSMENTS:</b>
<p>Teacher Lecture  Philosophical Readings  Videos  Essays  Role Play</p>	<p>Tests  Quizzes  Essays  Projects  Group Activities</p>
<b>RESOURCES:</b>	<b>REMEDIATION:</b>
<p>About Philosophy (Textbook)  Readings in Philosophy (supplement)  Test Item File (supplement)  Study Guide (supplement)  Video Series (supplement)  Library</p>	<p>"Re- Teach"  Peer Support help</p>
	<b>ENRICHMENT:</b>
	<p>Write an essay/ paper telling where the student feels that the basis for knowledge originates and</p>

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<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: ETHICAL THEORY</b>	<b>TIMEFRAME: 4 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Interpret why Kant was looking for new ways to look at science.</p> <p>1.2 Identify how Kant handled his problem with ethics.</p> <p>1.3 Analyze the three questions philosophers ask when dealing with ethics.</p> <p>2.1 Interpret the views of ethical relativists and ethical skeptics.</p> <p>2.2 Evaluate how Kant's Categorical Imperative was viewed as absolutely correct.</p> <p>2.3 Identify what relativists and skeptics thought of Categorical Imperative.</p> <p>3.1 Analyze how utilitarianism was started.</p> <p>3.2 Identify the steps Bentham took with his ethical doctrine.</p> <p>3.3 Interpret how a healthy personality is looked upon as the basis for a "good life".</p> <p>4.1 Identify the patriarchal point of view and the insight of women.</p> <p>4.2 Analyze views taken through history.</p> <p>5.1 Synthesize new ethical questions based on medical advances</p> <p>5.2 Identify how ethical theory helps health care professionals make decisions.</p> <p>5.3 Interpret ethical issues surrounding euthanasia.</p> <p>5.4 Analyze the recent issue of selling human organs.</p> <p>5.5 Evaluate doctor-patient disclosure.</p>
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- Military Conflicts

**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Student Discussion  
Videos  
Essays  
Role Play

**RESOURCES:**

About Philosophy (Textbook)  
Readings in Philosophy (supplement)  
Test Item File (supplement)  
Study Guide (supplement)  
Video Series (supplement)  
Library

**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper debating one ethical issue in either the scientific or medical field



<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: METAPHYSICS AND PHILOSOPHY OF MIND</b>	<b>TIMEFRAME: 2 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Identify how metaphysics was started. 1.2 Evaluate metaphysics in modern philosophy.</p> <p>2.1 Analyze how Hobbes used metaphysics to explain how human beings think, feel, choose, and act.</p> <p>3.1 Identify how Hobbes looked at free will and determinism through metaphysics. 3.2 Analyze how Kant related appearance and reality. 3.3 Evaluate differences between Hobbes and Kant.</p> <p>4.1 Identify the mind-body problem. 4.2 Interpret the three mind-body theories: Idealism, Materialism, and Psycho-Physical Dualism.</p>
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**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Class Discussion  
Videos  
Essays  
Role Play

**RESOURCES:**

About Philosophy (Textbook)  
Readings in Philosophy (supplement)  
Test Item File (supplement)  
Study Guide (supplement)  
Video Series (supplement)  
Library

**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper debating whether the student agrees with Thomas Hobbes or Immanuel Kant on the issue of Free Will and Determinism.

<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: SOCIAL AND POLITICAL PHILOSOPHY</b>	<b>TIMEFRAME: 2 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Identify how John Stuart Mill applied utilitarianism to social questions and how he revised utilitarianism.</p> <p>1.2 Explain economic theories supported by utilitarian thought.</p> <p>1.3 Interpret the three questions philosophers ask when dealing with ethics.</p> <p>2.1 Analyze the views of the Socialists.</p> <p>2.2 Explain how Socialists felt about Capitalism.</p> <p>2.3 Identify how economic theories relate directly to political problems.</p> <p>3.1 Identify how the Social Contract Theory works.</p> <p>3.2 Evaluate the pluralist theory and how it relates to group political activity.</p> <p>3.3 Analyze the racial critique of the Social Contract.</p> <p>3.4 Synthesize a racial critique of the Theory of the State.</p>
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**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Class discussions  
Videos  
Essays  
Role Play

**RESOURCES:**

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Video Series (supplement)  
Library

**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper debating whether or not pure socialism would work in the modern world.

<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: PHILOSOPHY OF ART</b>	<b>TIMEFRAME: 2 weeks</b>

**NATIONAL STANDARDS:**

<p><b>DISTRICT STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. How ancient philosophers looked at art.</li> <li>2. What the religious view of art is.</li> <li>3. How the twentieth-century social theorists defended art.</li> </ol>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1.1 Explain how and why Plato criticized the poets of ancient Greece.</li> <li>1.2 Explain how and why Aristotle defended the poets of ancient Greece.</li> <li>1.3 Discuss the value and purpose of art through ancient philosophical views.</li> <li>2.1 Discuss the views of Tolstoy and the religious defense of art.</li> <li>2.2 Explain Tolstoy's philosophy of art.</li> <li>3.1 Explain the two expressions in human personality and society.</li> <li>3.2 Discuss how art is medium of social revolution.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <p>Teacher Lecture  Philosophical Readings  Videos  Essays  Role Play</p> <p><b>RESOURCES:</b></p> <p>About Philosophy (Textbook)  Readings in Philosophy (supplement)  Test Item File (supplement)  Study Guide (supplement)  Video Series (supplement)  Library</p>	<p><b>ASSESSMENTS:</b></p> <p>Tests  Quizzes  Essays  Projects  Group Activities</p> <p><b>REMEDATION:</b></p> <p>"Re- Teach"  Peer Support help</p> <p><b>ENRICHMENT:</b></p> <p>Write an essay/ paper discussing the value of art in society using philosophical theories</p>
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<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: PHILOSOPHY OF RELIGION</b>	<b>TIMEFRAME: 2 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Identify the questions that are asked of Judeo-Christian faith.</p> <p>1.2 Explain the rise of existentialism.</p> <p>1.3 Evaluate the value and purpose of art through ancient philosophical views.</p> <p>2.1 Analyze the three main arguments to the proof of God's existence.</p> <p>2.2 Identify the Argument from Design, Cosmological Argument, and Ontological Argument in relationship to the existence of God.</p> <p>3.1 Identify the role of pain, suffering and evil in the world today.</p> <p>3.2 Analyze how an all-powerful God can permit such evils in the world</p>
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**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Class Discussions  
Videos  
Essays  
Role Play

**RESOURCES:**

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**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper discussing the existence of God through philosophical views.

<b>COURSE: PHILOSOPHY</b>	<b>GRADE(S): 11-12</b>
<b>UNIT: PHILOSOPHY OF SCIENCE</b>	<b>TIMEFRAME: 2 weeks</b>

<b>NATIONAL STANDARDS:</b>
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<p><b>STATE STANDARDS:</b></p> <p>8.1.12 B – Synthesize and evaluate historical sources</p> <ul style="list-style-type: none"> <li>• Literal meaning of historical passages</li> <li>• Different historical perspectives</li> <li>• Visual data presented in historical evidence</li> </ul> <p>8.1.12 C – Evaluate historical interpretation of events</p> <ul style="list-style-type: none"> <li>• Impact of opinions on the perception of facts</li> <li>• Issues and problems in the past</li> <li>• Multiple points of view</li> <li>• Illustrations in historical stories and sources</li> <li>• Connections between causes and results</li> <li>• Author or source of historical narratives' points of view</li> <li>• Central Issue</li> </ul> <p>8.4.12 A – Evaluate the significance of individuals and groups who made major political and cultural contributions to world history</p> <ul style="list-style-type: none"> <li>• Political and Military Leaders</li> <li>• Cultural and Commercial Leaders</li> <li>• Innovators and Reformers</li> </ul> <p>8.4.12 B – Evaluate historical documents, material artifacts and historic sites important to world history</p> <ul style="list-style-type: none"> <li>• Documents, Writings and Oral Traditions</li> <li>• Artifacts, Architecture and Historic Places</li> <li>• Historic districts</li> </ul> <p>8.4.12 C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women</p> <ul style="list-style-type: none"> <li>• Americas</li> <li>• Europe</li> <li>• Asia</li> </ul> <p>8.4.12 D – Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia and Europe</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> <li>• Labor Relations</li> <li>• Immigration and Migration</li> <li>• Military Conflicts</li> </ul>	<p><b>UNIT OBJECTIVES: Students will be able to:</b></p> <p>1.1 Identify the theories of Francis Bacon.</p> <p>1.2 Interpret how Bacon's theories started empiricism.</p> <p>2.1 Identify how Kuhn started the theory of scientific revolutions.</p> <p>2.2 Analyze how the theory of scientific revolutions is different from empiricism.</p> <p>3.1 Evaluate modern Western Philosophy and its emphasis of science as both social and institutional.</p> <p>3.2 Identify how the socialization of science has changed the value of scientific research.</p>
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**ACTIVITIES:**

Teacher Lecture  
Philosophical Readings  
Class Discussions  
Videos  
Essays  
Role Play

**RESOURCES:**

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**ASSESSMENTS:**

Tests  
Quizzes  
Essays  
Projects  
Group Activities

**REMEDIATION:**

"Re- Teach"  
Peer Support help

**ENRICHMENT:**

Write an essay/ paper arguing how science should be viewed philosophically and why you feel this way