NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Intellectual History

September 2019

New Milford Board of Education

Angela C. Chastain, Chairperson

Joseph Failla, Vice Chairperson

Wendy Faulenbach, Secretary

Eileen Monaghan, Assistant Secretary

Pete Helmus

Brian McCauley

Tammy McInerney

Cynthia Nabozny

Olga Rella

Superintendent of Schools

Dr. Kerry Parker

Assistant Superintendent

Ms. Alisha DiCorpo

Authors of Course Guide

Mark Pernerewski

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

BOE Approved March 2020

Intellectual History

11th and 12th Grade Honors

Intellectual History serves to introduce students to the basics of Western philosophy. They will begin by examining the ideas of great philosophers from the past. They will discuss, debate, and apply these ideas. Eventually, they will form a personal philosophy in each of four areas: ethics, politics, knowledge, and metaphysics. These will be grounded in the ideas of the great figures, but will be made timely and relevant by each student.

Pacing Guide

Unit 1: Ethics- Eleven class meetings.

Unit 2: Politics- Seventeen class meetings

Unit 3: Knowledge/Epistemology- Nine class meetings

Unit 4: Metaphysics- Five class meetings

Unit 1: Ethics

Stage 1 Desired Results

Transfer

Students will be able independently to use their learning to…

create a coherent and relevant personal philosophy of ethics, grounded in the ideas of historic philosophers and updated for the modern world.

Meaning

ESTABLISHED GOALS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	*Students will understand that…* in order for any action to be ethical, it must involve six elements: 1. Facing alternatives 2. Deliberating 3. Choosing 4. Taking responsibility 5. Being aware of others 6. Being concerned with self.	*Students will keep considering…* What should human beings do in any given situation? Why should they do it?
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes		

Acquisition

Students will know…	Students will be skilled at…
major points of the ethical systems proposed by: Aristotle The Stoics Immanuel Kant Friedrich Nietzsche	citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;
	determining the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among the key details and ideas;
clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;
CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information;
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources;
CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	preparing for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively;
	giving examples of how experiences may be interpreted differently by people from diverse

	cultural perspectives and frames of reference; demonstrating an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views; and identifying and describing examples of tensions between an individual's beliefs and government policies and laws.
NCSS.I.b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. NCSS.II.a. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views. NCSS.V.e. Identify and describe examples of tensions between an individual's beliefs and government policies and laws.	

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	School-wide communication scoring matrix and project specific content grading guide.	**PERFORMANCE TASK(S):** GOAL: Convince modern-day people of the relevance of Stoic ethical teaching. ROLE: Host for a fictional radio show. AUDIENCE: Radio callers and listeners. SITUATION: Host the show, "How to be a Stoic." PERFORMANCE: Host will translate a Stoic rule from Epictetus into modern language and describe a situation where the rule would be useful today. STANDARDS: Accurate paraphrasing of Stoic rule, effective coaching of caller in a modern application.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by one or more of the following:*
A, M	Summaries are accurate and well-organized.	writing summaries of philosophers' ideas
M, T	Discussion is insightful and effective.	participating in guided discussions
T	Worksheets spark further discussion.	completing and comparing worksheets on ethical situations
M, T		passing unit test.

Stage 3 – Learning Plan

Code		
	Pre-Assessment	
	Challenge the students to put into words why cheating to achieve college admission is unethical. Discuss and challenge their responses, given the premise that admission to the right college is the key to future success. If so, why not use any means necessary to achieve this?	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
A, M	reading and summarizing ideas of philosophers about ethics	Teacher reviews summaries for accurate paraphrasing and meaning.
M, T	discussing the meaning and applicability of ethical systems	Teacher monitors and directs discussion for engagement and application.
T	completing worksheets to promote further discussion	Students spark each other to further discussion.
A, M, T	engaging in GRASPS activity	Teacher and students monitor the quality and relevance of the performances.
M, T	sharing relevant material and anecdotes discovered by students	Students demonstrate interest and outside application.
T	viewing and discussing relevant Internet content and video	Teacher observes student responses to materials and directs discussion if necessary
M, T	completing unit test, including a statement of personal ethical philosophy.	Teacher scores unit test and statement of philosophy.

Unit 2: Politics

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	*Students will be able to use their learning independently to…* create a coherent and relevant personal philosophy of politics, grounded in the ideas of historic philosophers and updated for the modern world.
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Meaning**
	UNDERSTANDINGS *Students will understand that…* any government must consider how to balance the following elements: 1. Freedom 2. Authority 3. Law 4. Justice.	ESSENTIAL QUESTIONS *Students will keep considering…* Why should people obey any government? What gives a governmental system legitimacy?
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes		

	Acquisition	
clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	*Students will know…* major points of the political systems proposed by: Plato and Aristotle Simone de Beauvoir and Joyce Trebilcot St. Thomas Aquinas John Locke and Thomas Hobbes Jeremy Bentham John Stuart Mill	*Students will be skilled at…* citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; determining the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among the key details and ideas; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information; integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and preparing for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Identifying and describing examples of tensions

NCSS V.e.
Identify and describe examples of tensions between an individual's beliefs and government policies and laws.

NCSS V.f.
Give examples of the role of institutions in furthering both continuity and change.

NCSS V.g.
Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

NCSS VI.a.
Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class.

NCSS VI.b.
Explain the purpose of government.

NCSS VI.c.
Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.

between an individual's beliefs and government policies and laws;

giving examples of the role of institutions in furthering both continuity and change;

showing how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so;

examining the rights and responsibilities of the individual in relation to his or her social group, such as family, peer groups, and school class;

explaining the purpose of government;

giving examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

recognizing how groups and organizations encourage unity and deal with diversity to maintain order and security;

identifying and describing factors that contribute to cooperation and cause disputes within and among groups and nations; and

recognizing and giving examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

NCSS VI.d.
Recognize how groups and
organizations encourage unity
and deal with diversity to
maintain order and security.

NCSS VI.f.
Identify and describe factors that
contribute to cooperation and
cause disputes within and among
groups and nations.

NCSS VI.h.
Recognize and give examples of
the tensions between the wants
and needs of individuals and
groups, and concepts such as
fairness, equity, and justice.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T	Politics-unit-specific grading guide, school-wide communication scoring matrix.	PERFORMANCE TASK(S): GOAL: Convince people to live in an ideal political system created by a small group. ROLE: Tourism/real estate agent. AUDIENCE: People searching for a place to settle and live. SITUATION: Pitch the advantages of your ideal political system to potential citizens. PRODUCT/PERFORMANCE: Ideal political system addressing all elements of politics, sales pitch to the class (potential citizens). STANDARDS: Thorough explanation of system's political elements, effective pitch to potential citizens.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by one or more of the following:*
A, M	Summaries are accurate and well-organized.	writing summaries of philosophers' ideas
M, T	Discussion is insightful and effective.	participating in guided discussions
T	Worksheets spark further discussion.	completing and comparing worksheets on political situations
A, M, T	Dialogue accurately demonstrates ideas of Hobbes and Locke	writing a dialogue between Hobbes and Locke about Thomas Cole's *The Course of Empire*
M, T		passing unit test.

Stage 3 – Learning Plan

Pre-Assessment

Have students read the elements of politics and engage in the GRASPS Ideal Political System activity.

Code	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
A, M	reading and summarizing ideas of philosophers about politics	Teacher reviews summaries for accurate paraphrasing and meaning.
M, T	discussing the meaning and applicability of political systems	Teacher monitors and directs discussion for engagement and application.
T	completing worksheets to promote further discussion	Students spark each other to further discussion.
A, M, T	engaging in GRASPS activity	Teacher and students monitor the quality and relevance of the performances.
M, T	sharing relevant material and anecdotes discovered by students	Students demonstrate interest and outside application.
T	viewing and discussing relevant Internet content and video	Teacher observes student responses to materials and directs discussion if necessary
M, T	completing unit test, including a statement of personal political philosophy.	Teacher scores unit test and statement of philosophy.

Unit 3: Knowledge/Epistemology

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer
CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	Students will independently be able to use their learning to…
	create a coherent and relevant personal philosophy of knowledge/epistemology, grounded in the ideas of historic philosophers and updated for the modern world.
CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Meaning**

	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering…*
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	In attempting to make sense of the world around them, humans utilize the following elements: 1. Appearance vs. reality 2. Using the word "Truth" 3. Knowledge based on experience 4. Knowledge prior to experience 5. The world of ideas 6. The linguistic turn.	What does it mean to know something? What is any human capable of knowing? How do humans acquire knowledge?
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes		

	Students will know…	Students will be skilled at…
clear the relationships among the key details and ideas.	major points of the epistemological systems proposed by: Rene Descartes David Hume Immanuel Kant.	citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;
CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.		determining the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among the key details and ideas;
CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.		evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information;
CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources;
		preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively;
		describing personal connections to place—especially place as associated with immediate surroundings;

NCSS IV.b. Describe personal connections to place—especially place as associated with immediate surroundings. NCSS IV.d. Show how learning and physical development affect behavior. NCSS VIII.a. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication. NCSS VIII.c. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to live and the environment.	show how learning and physical development affect behavior; identifying and describing examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication; and describing instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to live and the environment.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M, T	Teacher observation of student performance and application of the ideas.	PERFORMANCE TASK(S): GOAL: Discover something universal from observing something nearby and specific. Participate in Copernicus' discovery of the Heliocentric universe. ROLE: 15th century monk. AUDIENCE: The scientific community of the early Renaissance. SITUATION: Wondering about planetary motion anomalies while preparing a calendar for the Vatican. PERFORMANCE: Exercising in a monastery by walking around a courtyard; seeing retrograde motion in the positions of other monks. STANDARD: Discussion and explanation of how this experiment demonstrated the error of the Geocentric model.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by one or more of the following:*
A, M	Summaries are accurate and well-organized.	writing summaries of philosophers' ideas
M, T	Discussion is insightful and effective.	participating in guided discussions
T	Worksheets spark further discussion.	completing and comparing worksheets on ethical situations
M, T		passing unit test.

Stage 3 – Learning Plan

Code	
	Pre-Assessment
	Have students read and respond to "Brains in Vats" riddle. How can they know the external world exists?
	Summary of Key Learning Events and Instruction
	Student success at transfer meaning and acquisition depends on...
A, M	reading and summarizing ideas of philosophers about knowledge
M, T	discussing the meaning and applicability of epistemological systems
T	completing worksheets to promote further discussion
A, M, T	engaging in GRASPS activity
M, T	sharing relevant material and anecdotes discovered by students
T	viewing and discussing relevant Internet content and video
M, T	completing unit test, including a statement of personal epistemological philosophy.
	Progress Monitoring
	Teacher reviews summaries for accurate paraphrasing and meaning.
	Teacher monitors and directs discussion for engagement and application.
	Students spark each other to further discussion.
	Teacher and students monitor the quality and relevance of the performances.
	Students demonstrate interest and outside application.
	Teacher observes student responses to materials and directs discussion if necessary
	Teacher scores unit test and statement of philosophy.

Unit 4: Metaphysics

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes

Transfer

Independently, students will be able to use their learning to…

create a relevant and coherent personal philosophy of metaphysics, grounded in the ideas of historic philosophers and updated for the modern world.

Meaning

UNDERSTANDINGS
Students will understand that…

In their attempts to explain reality, philosophers have utilized the following elements:

1. Knowledge for its own sake
2. What is there?
3. One and the many
4. Change
5. The causes of being.

ESSENTIAL QUESTIONS
Students will keep considering…

What exists?

What makes up the universe?

Students will know…	Students will be skilled at…
major points of the metaphysical systems proposed by: Aristotle Leucippus and Democritus Sir Arthur Eddington George Berkeley	citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; determining the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among the key details and ideas; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; evaluating an author's premises, claims, and evidence by corroborating or challenging them with other information; integrating information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and preparing for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively; demonstrating an understanding that people in different times and places view the world

clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

differently;

identifying and describing examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts; and

describing instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.

NCSS I.e.
demonstrate an understanding that people in different times and places view the world differently;

NCSS V.d.
identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

NCSS VIII.c.
describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
M, T	Project-specific scoring guide.	GOAL: Find and apply discussion of the elements of philosophy from classic dystopian fiction. ROLE: Teacher of philosophy. AUDIENCE: Social Studies department chair, philosophy students. SITUATION: A philosophy teacher has no textbook, and must use either *1984* or *Brave New World* to teach the course's four units. PRODUCT: Either a series of lesson plans for using the chosen novel to teach the course or a revision of the course textbook (excerpts) from the point of view of characters in the novel. STANDARDS/GRADING: Accurate application of unit elements to the chosen novel; effective plan for presentation of the novel to students.
		OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by one or more of the following:*
A, M	Summaries are accurate and well-organized.	writing summaries of philosophers' ideas
M, T	Discussion is insightful and effective.	participating in guided discussions
T	Worksheets spark further discussion.	completing and comparing worksheets on ethical situations
A, M, T	Teaching demonstrates understanding of the chapter and helps the class understand it.	teaching a text chapter as a small group to the rest of the class.

Stage 3 – Learning Plan

Code		
	Pre-Assessment Have students watch, "What We Still Don't Know: Are We Real?" Discuss and gauge their reactions to the Simulation Hypothesis.	
	Summary of Key Learning Events and Instruction *Student success at transfer meaning and acquisition depends on…*	Progress Monitoring
	reading and summarizing ideas of philosophers about metaphysics	Teacher reviews summaries for accurate paraphrasing and meaning.
	discussing the meaning and applicability of metaphysical systems	Teacher monitors and directs discussion for engagement and application.
	completing worksheets to promote further discussion	Students spark each other to further discussion.
	engaging in GRASPS activity	Teacher and students monitor the quality and relevance of the performances.
	sharing relevant material and anecdotes discovered by students	Students demonstrate interest and outside application.
	viewing and discussing relevant Internet content and video	Teacher observes student responses to materials and directs discussion if necessary
	teaching the class about a metaphysical philosophy	Teacher evaluates presentation with school-wide communication scoring matrix and content grading guide.
	completing a statement of personal metaphysical philosophy.	Teacher scores statement of philosophy.