

## Scope and Sequence Chart

<i>Chapter</i>	<i>Lesson</i>	<i>Lesson Objectives</i>	<i>K to 12 Learning Competencies</i>
<b>Chapter I</b> <b>Studying and Doing Philosophy</b>	<b>Lesson 1</b> The Meaning of Philosophy	<ul style="list-style-type: none"> <li>• Explain several approaches to what philosophy is all about.</li> <li>• Discuss how philosophy is a sense of wonder.</li> <li>• Think rationally and critically about the most important questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish a holistic perspective from a partial point of view</li> <li>• Recognize human activities that emanated from deliberate reflection</li> <li>• Realize the value of doing philosophy in obtaining a broad perspective on life</li> <li>• Do a philosophical reflection on a concrete situation from a holistic perspective</li> </ul>
	<b>Lesson 2</b> Areas of Philosophy	<ul style="list-style-type: none"> <li>• Identify various areas of thought traditionally investigated by philosophers</li> <li>• Analyze philosophy from the standpoint of its several areas of investigation</li> <li>• Discuss the primary areas of philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish a holistic perspective from a partial point of view</li> <li>• Recognize human activities that emanated from deliberate reflection</li> <li>• Realize the value of doing philosophy in obtaining a broad perspective on life</li> <li>• Do a philosophical</li> </ul>

			reflection on a concrete situation from a holistic perspective
	<p><b>Lesson 3</b></p> <p>The Importance of Studying Philosophy</p>	<ul style="list-style-type: none"> <li>• Think carefully and clearly about the important issues</li> <li>• Sharpen analytical analysis.</li> <li>• Identify and evaluate the strengths and weaknesses in any position.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish a holistic perspective from a partial point of view</li> <li>• Recognize human activities that emanated from deliberate reflection</li> <li>• Realize the value of doing philosophy in obtaining a broad perspective on life</li> <li>• Do a philosophical reflection on a concrete situation from a holistic perspective</li> </ul>
	<p><b>Lesson 4</b></p> <p>The Philosopher</p>	<ul style="list-style-type: none"> <li>• Explain what philosopher is</li> <li>• Describe the different types of philosopher</li> <li>• Distinguish between “tender-minded” and “tough-minded” philosopher</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish a holistic perspective from a partial point of view</li> <li>• Recognize human activities that emanated from deliberate reflection</li> <li>• Realize the value of doing philosophy in obtaining a broad perspective on life</li> <li>• Do a philosophical reflection on a concrete</li> </ul>

			situation from a holistic perspective
<b>Chapter II</b> <b>Philosophical Perspectives</b>	<b>Lesson 1</b> Idealism	<ul style="list-style-type: none"> <li>• Know the main features of Idealism.</li> <li>• Know the various philosophers identified with Idealism.</li> <li>• Critically evaluate the positive contributions and negative influences of Idealism to contemporary society.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish opinion from truth</li> <li>• Analyze situations that show the difference between opinion and truth</li> <li>• Realize that the methods of philosophy lead to wisdom and truth</li> <li>• Evaluate opinions</li> </ul>
	<b>Lesson 2</b> Realism	<ul style="list-style-type: none"> <li>• Know the main features of Realism.</li> <li>• Know the various philosophers identified with Realism.</li> <li>• Critically evaluate the positive contributions and negative influences of Realism to contemporary society.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish opinion from truth</li> <li>• Analyze situations that show the difference between opinion and truth</li> <li>• Realize that the methods of philosophy lead to wisdom and truth</li> <li>• Evaluate opinions</li> </ul>
	<b>Lesson 3</b> Pragmatism	<ul style="list-style-type: none"> <li>• Know the main features of Pragmatism.</li> <li>• Know the various philosophers identified</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish opinion from truth</li> <li>• Analyze situations that show the difference</li> </ul>

		<p>with Pragmatism.</p> <ul style="list-style-type: none"> <li>• Critically evaluate the positive contributions and negative influences of Pragmatism to contemporary society.</li> </ul>	<p>between opinion and truth</p> <ul style="list-style-type: none"> <li>• Realize that the methods of philosophy lead to wisdom and truth</li> <li>• Evaluate opinions</li> </ul>
	<p><b>Lesson 4</b> Existentialism</p>	<ul style="list-style-type: none"> <li>• Know the main features of Existentialism.</li> <li>• Know the various philosophers identified with Existentialism.</li> <li>• Critically evaluate the positive contributions and negative influences of Existentialism to contemporary society.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish opinion from truth</li> <li>• Analyze situations that show the difference between opinion and truth</li> <li>• Realize that the methods of philosophy lead to wisdom and truth</li> <li>• Evaluate opinions</li> </ul>
<p><b>Chapter III</b> <b>Views of the Human Person</b></p>	<p><b>Lesson 1</b> Early Greek Views on the Human Person</p>	<ul style="list-style-type: none"> <li>• Provide an overview of the early Greek views of the human person.</li> <li>• Distinguish the three early Greek broad traditions: the Ionian, the Italian, and the Pluralist</li> <li>• Know the philosophers identified with the Ionian, the Italian, and the Pluralist traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize own limitations and possibilities</li> <li>• Evaluate own limitations and the possibilities for their transcendence</li> <li>• Recognize how the human body imposes limits and possibilities for transcendence</li> <li>• Distinguish the limitations and possibilities for</li> </ul>

			transcendence
	<p><b>Lesson 2</b></p> <p>Classical Greek Views on the Human Person</p>	<ul style="list-style-type: none"> <li>• Provide an overview of the classical Greek views of the human person.</li> <li>• Show Socrates' notion of the human person</li> <li>• Identify Plato's three parts of the soul in the human person and relate these to Aristotle's hierarchy of the soul.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize own limitations and possibilities</li> <li>• Evaluate own limitations and the possibilities for their transcendence</li> <li>• Recognize how the human body imposes limits and possibilities for transcendence</li> <li>• Distinguish the limitations and possibilities for transcendence</li> </ul>
	<p><b>Lesson 3</b></p> <p>Medieval Views on the Human Person</p>	<ul style="list-style-type: none"> <li>• Provide an overview of the medieval view of the human person</li> <li>• Identify Augustine's view of the human person</li> <li>• Identify Aquinas' view of the human person</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize own limitations and possibilities</li> <li>• Evaluate own limitations and the possibilities for their transcendence</li> <li>• Recognize how the human body imposes limits and possibilities for transcendence</li> <li>• Distinguish the limitations and possibilities for transcendence</li> </ul>
	<p><b>Lesson 4</b></p> <p>Modern and</p>	<ul style="list-style-type: none"> <li>• Identify Descartes' view of the human person</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize own limitations and possibilities</li> </ul>

	Contemporary Views on the Human Person	<ul style="list-style-type: none"> <li>• Identify Hobbes' materialistic view of the human person</li> <li>• Identify Sartre's existential view of the human person</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate own limitations and the possibilities for their transcendence</li> <li>• Recognize how the human body imposes limits and possibilities for transcendence</li> <li>• Distinguish the limitations and possibilities for transcendence</li> </ul>
<b>Chapter IV</b> <b>The Human Person and the Environment</b>	<b>Lesson 1</b> Anthropocentrism	<ul style="list-style-type: none"> <li>• Know the history and main features of anthropocentrism.</li> <li>• Critique the Great chain of being as a view within the anthropocentric perspective.</li> <li>• Critically evaluate the instrumental value assigned by men to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice disorder in an environment</li> <li>• Notice things that are not in their proper place and organize them in an aesthetic way</li> <li>• Show that care for the environment contributes to health, well-being and sustainable development</li> <li>• Demonstrate the virtues of prudence and frugality toward environments</li> </ul>
	<b>Lesson 2</b> The Cost of Anthropocentric View	<ul style="list-style-type: none"> <li>• Know consequences of anthropocentric worldview on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice disorder in an environment</li> <li>• Notice things that are not in their proper place and</li> </ul>

		<ul style="list-style-type: none"> <li>• Have a general knowledge of the environmental crisis.</li> <li>• Know the different forms of human interference that contributed to the environmental crisis.</li> </ul>	<p>organize them in an aesthetic way</p> <ul style="list-style-type: none"> <li>• Show that care for the environment contributes to health, well-being and sustainable development</li> <li>• Demonstrate the virtues of prudence and frugality toward environments</li> </ul>
	<p><b>Lesson 3</b> Ecocentrism</p>	<ul style="list-style-type: none"> <li>• Know that the needed change in the attitude to mitigate the effects of environmental crisis comes in the form of ecocentrism.</li> <li>• Understand the meaning of deep ecology and how it can differs from anthropocentrism.</li> <li>• Discover through the ecocentric view that the environment has an intrinsic value.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice disorder in an environment</li> <li>• Notice things that are not in their proper place and organize them in an aesthetic way</li> <li>• Show that care for the environment contributes to health, well-being and sustainable development</li> <li>• Demonstrate the virtues of prudence and frugality towards environments</li> </ul>
	<p><b>Lesson 4</b> Toward an Environmental Ethic</p>	<ul style="list-style-type: none"> <li>• Realize the need to promote an ethics that respects and cares for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice disorder in an environment</li> <li>• Notice things that are not in their proper place and</li> </ul>

		<ul style="list-style-type: none"> <li>• Know that in the environment, living organisms interact and depend on each other for their survival.</li> <li>• Understand the role of human persons as co-operators of the environment.</li> </ul>	<p>organize them in an aesthetic way</p> <ul style="list-style-type: none"> <li>• Show that care for the environment contributes to health, well-being and sustainable development</li> <li>• Demonstrate the virtues of prudence and frugality toward environments</li> </ul>
<p><b>Chapter V</b></p> <p><b>Freedom of the Human Person</b></p>	<p><b>Lesson 1</b></p> <p>The Meaning of Freedom</p>	<ul style="list-style-type: none"> <li>• Discuss the etymology of the term freedom</li> <li>• Identify the circumstantial and metaphysical freedom</li> <li>• Distinguish freedom from determinism</li> <li>• Identify the misuse of freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that “all actions have consequences.”</li> <li>• Evaluate and exercise prudence in choices</li> <li>• Realize that choices have consequences and that some things are given up while others are obtained in making choices</li> <li>• Show situations that demonstrate freedom of choice and the consequences of their choices</li> </ul>
	<p><b>Lesson 2</b></p> <p>Challenges to Freedom</p>	<ul style="list-style-type: none"> <li>• Explore the divine foreknowledge</li> <li>• Explore the divine providence</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that “all actions have consequences.”</li> <li>• Evaluate and exercise prudence in choices</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore the arguments for and against free will</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that choices have consequences and that some things are given up while others are obtained in making choices</li> <li>• Show situations that demonstrate freedom of choice and the consequences of their choices</li> </ul>
	<p><b>Lesson 3</b></p> <p>Absolute Freedom and Responsibility</p>	<ul style="list-style-type: none"> <li>• Describe the notion that “existence precedes essence”</li> <li>• Explain Sartre’s statement that “man is condemned to be free”</li> <li>• Explore the idea of absolute freedom and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that “all actions have consequences.”</li> <li>• Evaluate and exercise prudence in choices</li> <li>• Realize that choices have consequences and that some things are given up while others are obtained in making choices</li> <li>• Show situations that demonstrate freedom of choice and the consequences of their choices</li> </ul>
	<p><b>Lesson 4</b></p> <p>True Freedom</p>	<ul style="list-style-type: none"> <li>• Explain what Kierkegaard’s true freedom is</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that “all actions have consequences.”</li> <li>• Evaluate and exercise</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain Kierkegaard's notion of true freedom which involves self-actualization, freedom of choice and Christ as our freedom</li> </ul>	<p>prudence in choices</p> <ul style="list-style-type: none"> <li>• Realize that choices have consequences and that some things are given up while others are obtained in making choices</li> <li>• Show situations that demonstrate freedom of choice and the consequences of their choices</li> </ul>
<p><b>Chapter VI</b> <b>The Self and the Other</b></p>	<p><b>Lesson 1</b> Philosophers of Intersubjectivity</p>	<ul style="list-style-type: none"> <li>• To understand what intersubjectivity means.</li> <li>• To know those philosophers who contributed to the understanding of intersubjectivity.</li> <li>• To have an understanding of the implications of inter-subjectivity to human life.</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that intersubjectivity requires accepting differences and not imposing on others</li> <li>• Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society</li> <li>• Explain that authentic dialogue means accepting others even if they are different from themselves</li> <li>• Perform activities that demonstrate the talents of</li> </ul>

			<p>persons with disabilities and those from the underprivileged sectors of society</p>
	<p><b>Lesson 2</b> I-Thou</p>	<ul style="list-style-type: none"> <li>• Understand inter-subjectivity from the point of view of I-Thou Philosophy</li> <li>• Grasp the meaning of the “I” from the perspective of inter-subjectivity.</li> <li>• Realize that the “Thou” is understood or seen based on the individual’s choice, i.e., as a subject or object.</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that intersubjectivity requires accepting differences and not to imposing on others</li> <li>• Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society</li> <li>• Explain that authentic dialogue means accepting others even if they are different from themselves</li> <li>• Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society</li> </ul>
	<p><b>Lesson 3</b> Ethical Implications</p>	<ul style="list-style-type: none"> <li>• Understand the Inter-subjectivity entails commitment and action</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that intersubjectivity requires accepting differences and</li> </ul>

		<p>on the part of individuals.</p> <ul style="list-style-type: none"> <li>• Understand that inter-subjectivity contribute to the flourishing of the human community.</li> <li>• Understand that every individual is beholden to promote what is good for the other.</li> </ul>	<p>not to imposing on others</p> <ul style="list-style-type: none"> <li>• Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society</li> <li>• Explain that authentic dialogue means accepting others even if they are different from themselves</li> <li>• Perform activities that demonstrate the talents of persons with disabilities and those from the underprivileged sectors of society</li> </ul>
<p><b>Chapter VII</b></p> <p><b>Human Persons and Society</b></p>	<p><b>Lesson 1</b></p> <p>The Relationship Between the Human Persons and Society</p>	<ul style="list-style-type: none"> <li>• Understand the nature society and dynamics of society.</li> <li>• Understand that in the society personal good is subordinate to common good.</li> <li>• Understand what society is based on the thoughts of selected thinkers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how individuals form societies and how individuals are transformed by societies</li> <li>• Compare different forms of societies and individualities</li> <li>• Explain how human relations are transformed by social systems</li> </ul>

			<ul style="list-style-type: none"> <li>Evaluate the transformation of human relationships by social systems and how societies transform individual human beings.</li> </ul>
	<p><b>Lesson 2</b></p> <p>Human Persons and Society: Working for the Common Good</p>	<ul style="list-style-type: none"> <li>Understand the primacy of the society over its members.</li> <li>Understand that the relationship between society and human person is characterized by mutual reciprocity and interdependence.</li> <li>Know that society transforms the human person to become less self-centered and more responsible toward others.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how individuals form societies and how individuals are transformed by societies</li> <li>Compare different forms of societies and individualities</li> <li>Explain how human relations are transformed by social systems</li> <li>Evaluate the transformation of human relationships by social systems and how societies transform individual human beings.</li> </ul>
	<p><b>Lesson 3</b></p> <p>Paradigm of a Just Society</p>	<ul style="list-style-type: none"> <li>Be familiarized with the models of a just society.</li> <li>Understand what justice means from the perspective of some</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how individuals form societies and how individuals are transformed by societies</li> <li>Compare different forms of</li> </ul>

		<p>philosophers.</p> <ul style="list-style-type: none"> <li>• Know the relationship between justice and society.</li> </ul>	<p>societies and individualities</p> <ul style="list-style-type: none"> <li>• Explain how human relations are transformed by social systems</li> <li>• Evaluate the transformation of human relationships by social systems and how societies transform individual human beings.</li> </ul>
	<p><b>Lesson 4</b> Bayanihan</p>	<ul style="list-style-type: none"> <li>• Situate in the Philippine context, discussions on the relationship between the human person and society.</li> <li>• See in the tradition of <i>bayanihan</i>, an exemplification of the relationship between human persons and society.</li> <li>• Understand the ramifications of <i>bayanihan</i> as Filipino tradition.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how individuals form societies and how individuals are transformed by societies</li> <li>• Compare different forms of societies and individualities</li> <li>• Explain how human relations are transformed by social systems</li> <li>• Evaluate the transformation of human relationships by social systems and how societies transform individual human beings.</li> </ul>

<b>Chapter VIII</b>  <b>Death</b>	<b>Lesson 1</b>		
	The Meaning of Death	<ul style="list-style-type: none"> <li>• Discuss what the meaning of death is</li> <li>• Explore the notion of fear of death</li> <li>• Explore the notion of death as a good</li> <li>• Explore the notion of death as a personal act</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the meaning of his/her own life</li> <li>• Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life</li> <li>• Explain the meaning of life (where will all these lead to)</li> <li>• Reflect on the meaning of his/her own life.</li> </ul>
	<b>Lesson 2</b>		
	Views of Death	<ul style="list-style-type: none"> <li>• Explore the various views of death</li> <li>• Discuss the views of death in the Old Testament-Hebrew as punishment</li> <li>• Discuss the views of death in the Platonic-Christian as immortality and resurrection</li> <li>• Discuss the views of death in the Epicurean as secular mortality</li> <li>• Discuss the views of death in the Stoic as</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the meaning of his/her own life</li> <li>• Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life</li> <li>• Explain the meaning of life (where will all these lead to)</li> <li>• Reflect on the meaning of his/her own life.</li> </ul>

		<p>creative resignation</p> <ul style="list-style-type: none"> <li>• Discuss the Existential views of death as absurd</li> </ul>	
	<p><b>Lesson 3</b> Attitude Toward Death</p>	<ul style="list-style-type: none"> <li>• Explore some attitudes toward death.</li> <li>• Become aware that day after day we are approaching our end.</li> <li>• Discover the beauty of life in the here and now.</li> <li>• Become aware of the possibility of shaping our lives and heightening the meaning of our existence.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the meaning of his/her own life</li> <li>• Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life</li> <li>• Explain the meaning of life (where will all these lead to)</li> <li>• Reflect on the meaning of his/her own life.</li> </ul>