

## **Philosophy 12**

**School Name:** Vanier Catholic Secondary

**Developed by:** Mark Connell (based on Philosophy: Questions and Theories, McGraw Hill Publishers and Ontario Philosophy 12 Learning Outcomes)

**Date Developed:** 2003

**Principal's Name:** Edward Frison

**Department Authorized Approval Date:** June 2011

**Department Signature:**

**Course Name:** Philosophy

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100

**Prerequisite(s):** English 11

**Special Training, Facilities or Equipment Required:**

An instructor with a background in philosophy.

## Course Synopsis:

This course addresses five fundamental philosophical questions about life: What does it mean to be human? What makes a good argument? What is knowledge? What are right and wrong? What is a just society? These questions by no means represent all the branches of philosophy but they have been at the centre of philosophical inquiry for a long time. Two related questions are also included as essential to each unit of study found within the course: What is human knowledge? What is a meaningful life?

Throughout the course, students learn to think logically and to apply creative and critical-thinking skills. They learn to communicate their own answers to philosophical questions and evaluate the role philosophy plays in the quest for human happiness and social order. Students also learn the skills necessary to research and investigate various traditions in philosophy and the application of philosophy to other subject areas such, as history, science, art, and religion.

## Organizational Structure:

Unit	Duration	UNIT
1	10	<b>Introduction to Philosophical Inquiry</b>
2	60 hours	<b>Overview of the Areas of Philosophy</b>
3	30 hours	<b>Exploration of Topics in Depth / Independent Study</b>

### Unit 1: Introduction to Philosophical Inquiry

In this part of the course, attention will be given to the purposes and benefits of studying philosophy. Students will be introduced to various types of philosophical questions and problems and to some of the areas of philosophy that deal with these questions – for example, epistemology (theory of knowledge), ethics (foundations of morality), metaphysics (theories of the nature of existence), and logic (principles of reasoning).

In working on some specific philosophical problems, students will also become acquainted with some of the main methods of philosophical inquiry, such as Socratic dialogue or method, inquiry through the use of myth or anecdote, and textual analysis. Students should learn some techniques of argumentation in this introductory unit.

### Unit 2: Overview of the Areas of Philosophy

In this unit, students shall explore four of the seven major areas of philosophy, including at least one of the following areas: philosophy of human nature, ethics, and social and political philosophy.

The seven major areas of philosophy are given below. Possible topics are listed under each area.

**a) Philosophy of human nature:**

- free will and determinism
- the meaning of life
- egoism and altruism
- mind and body
- responsibility
- personal identity
- consciousness

**b) Ethics:**

- pleasure and desire
- morality and reason
- good and evil
- the self and others
- virtue and "the good life"
- ethics and the professions
- relativism and objectivity
- rights and duties

**c) Social and political philosophy:**

- freedom and autonomy
- violence and power
- justice and equity
- the community and the individual
- the state and citizenship
- rights and duties
- biases based on gender and culture
- humans and the environment

**d) Epistemology:**

- knowledge and belief
- truth
- evidence and proof
- scepticism
- rationalism and empiricism
- ways of knowing
- intuition and idea
- bias
- philosophy of language

**e) Logic and the philosophy of science:**

- observation and theory
- inductive and deductive reasoning
- formal and informal logic
- validity and soundness in arguments
- fallacies in arguments
- discovery and justification
- realism and phenomenalism

**f) Aesthetics:**

- taste and judgement
- standards of criticism
- creativity and creation
- art and society
- genre
- beauty

**g) Metaphysics:**

- being, non-being, and becoming
- space and time
- identity and difference
- causality
- deity

There shall be readings in this unit, and they shall be drawn from more than one historical period and more than one philosophical tradition – for example, African, Asian, European, First Nations, Latin American. In addition to investigating fundamental questions that have concerned philosophers for millennia, students should also examine issues that are relatively unexplored. At appropriate points, students will consider how philosophical inquiry is enriched by including consideration of gender and culture and impoverished by omitting discussion of these topics. Throughout, critical-thinking skills shall be taught as part of the exercise of reading, discussing, and writing. Although the seven major areas are listed separately, they are interrelated, and aspects of one area may be integrated with aspects of another.

**Unit 3: Exploration of Topics in Depth**

This unit gives teachers and students the opportunity to explore in greater depth one or two aspects of philosophy. It permits the teacher to pursue topics in depth that were surveyed in unit 2 or to introduce new topics. This exploration may focus on philosophical concepts or problems, philosophers, schools of thought, or methods of philosophical inquiry. It shall include an overview of the work of at least one major philosopher or school of thought. Part of the work for this unit shall be completed through independent study.

## Learning Outcomes

### Students will

- write short explications of key passages in philosophical texts;
- produce writing that not only contains criticism of philosophical positions but also examines the complexity of the issues raised;
- discuss and/or write on values in a reflective manner;
- write an essay developing an argument and achieve precision and clarity by revising that essay in the light of feedback from peers and teacher;
- produce creative works that express personal responses to philosophical issues (e.g., poetry, dance, drama, visual art, music);
- analyse the structure of philosophers' arguments;
- use techniques of formal and informal logic to identify the components of arguments and evaluate arguments in both print and non-print media;
- analyse various examples of logical fallacies to arrive at models for detecting similar fallacies in information in both print and non-print media;
- identify assumptions that may limit the development of knowledge;
- distinguish between current and absolute limits to knowledge;
- distinguish between philosophical and non-philosophical questions;
- experiment with a variety of philosophical methods in discussions and in individual written work;
- become familiar with examples of the diversity of human values and ways of thinking through reading, examination of case studies, and discussion;
- examine different intellectual and cultural traditions through individual or group research, role playing, or field trips;
- examine arguments and methods to determine whether they contain explicit and implicit gender or cultural bias;
- reflect on connections among a wide range of philosophical issues and approaches studied in the course;
- participate in a learning environment that encourages them to inquire freely into philosophical problems and to take intellectual risks;
- investigate a specific issue and challenge prevailing attitudes through examining presentations by guest speakers, which could include personal testimonies;
- participate in seminars in which they pose philosophical questions and offer carefully considered responses to the questions;
- engage in a variety of activities that encourage them to raise philosophical questions and come up with insights;
- learn to uncover unstated and contentious assumptions;
- learn to communicate more clearly with one another in debate or dialogue;
- develop skills in self- and peer evaluation.

## Assessment Component

Those expectations which are to be evaluated fall under the following categories:

- Knowledge and Understanding
- Thinking
- Communication
- Application

General guidelines to be followed in Religious Education assessment and evaluation include the following:

- The ultimate purpose of assessment and evaluation is to improve student learning.
- Assessment strategies must align themselves with student curriculum expectations.

Therefore, assessment strategies must be planned alongside learning activities.

- Strategies in assessment and evaluation must be free of bias.
- Strategies must respect the worth and dignity of all students.
- Assessment strategies must take into account program modifications, which address students' specific learning needs and styles of learning.
- A variety of strategies should be employed, because many of the learning expectations cannot be translated into an item on a test or a mark/grade on a report card.
- The criteria for assessment and evaluation must be communicated from the outset to students.

	<b>Diagnostic Assessment</b>	<b>Formative Assessment</b>	<b>Summative Evaluation</b>
<b>Occurance</b>	occurs at, or near, the beginning of a unit when new skills and concepts are being introduced	occurs in an ongoing manner throughout each unit, term, or course	occurs at, or near, the end of a unit, term, or course

<p><b>Purpose</b></p>	<p>informs the teacher about what students already know and can do before instruction begins</p> <p>informs the teacher about what students are unfamiliar with or unable to do in order to help make appropriate instructional decisions</p>	<p>provides the most useful information to direct students toward improvement and growth</p> <p>most helpful when it takes the form of constructive feedback to students on what they are doing well and what they need to improve</p>	<p>provides opportunities for students to synthesize their knowledge and skills in more complex ways and to demonstrate the full extent of their learning</p> <p>represents the essential learning or enduring understandings from a unit, term, or course</p>
<p><b>Link to Grading</b></p>	<p>should never count toward a report card grade</p>	<p>can provide some data for report card grades (such as a performance pattern over time) but grading is not its primary purpose</p>	<p>counts toward report card grades (for this reason it is accurately referred to as summative evaluation, since it will be used for judging individual performance against provincial standards)</p>

### Achievement Chart

Categories	50-50% (Level 1)	60% - 69% (Level 2)	70% - 79% (Level 3)	80% - 100% (Level 4)
<b>Knowledge and Understanding</b> - Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	<b>The student:</b>			
<b>Knowledge of content</b>	– demonstrates limited knowledge of content.	– demonstrates some knowledge of content.	– demonstrates considerable knowledge of content.	– demonstrates thorough knowledge of content.
<b>Understanding of content</b>	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and or processes.				
	<b>The student:</b>			
<b>Use of processing skills</b> (e.g., discerning, selecting, analysing, synthesizing, evaluating, detecting point of view and bias, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., theological reflection, inquiry, problem solving, and research processes)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness

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<b>Categories</b>	<b>50-50% (Level 1)</b>	<b>60% - 69% (Level 2)</b>	<b>70% - 79% (Level 3)</b>	<b>80% - 100% (Level 4)</b>
<b>Communication</b> - The conveying of meaning through various forms				
	<b>The student:</b>			
<b>Expression and organization of ideas and information</b> (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., prayers, reflections, presentations, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness
<b>Communication for different audiences</b> (e.g., peers, adults) and purposes (to inform, persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (vocabulary, and terminology in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application:</b> The use of knowledge and skills to make connections between Religious Education and the world outside of school				
	<b>The student:</b>			
<b>Transfer of knowledge and skills</b> (e.g., concepts, procedures, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness

<b>Making connections</b> (e.g., moral issues; ethically based problems; social justice issues)	– makes connections between various contexts with limited effectiveness	– makes connections between various contexts with some effectiveness	– makes connections between various contexts with considerable effectiveness	– makes connections between various contexts with a high degree of effectiveness
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### Grading Scheme:

Evaluation of Student Achievement in Philosophy				
Term Work – 70%		Final Evaluation – 30%		Final Grade Calculation
Weighting		Weighting		Term Total + Final Evaluation = Report Card Mark
Knowledge	17	Independent Study	20	
Inquiry	18	Final Exam	10	
Communication	18			
Application	17			
<b>TOTAL</b>	<b>70</b>		<b>30</b>	

### Learning Resources

Paquette, Paul G.. Philosophy: Questions and Theories. Toronto: McGraw-Hill, 2003.

Multiple Primary Source Documents

## **Videos and DVD's**

Control Room

Dalai Lama – Ethics

I Heart Huckabees

The Fog of War

The Truman Show

The Matrix