

**Forest Hill Collegiate Institute Fall 2019
Course of Study and Evaluation Statement**

Philosophy: The Big Questions, Grade 11: University/College Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

1. Course Details

- Program Area: Social Sciences
- Course title: Philosophy: The Big Questions, Grade 11 University (HZB3M). Credit Value 1.0
- Prerequisites: None
- Textbook(s) and resource materials that are essential to the course: Philosophy: Thinkers, Theories & Questions, By: Jeff Stickney et al, McGraw-Hill Ryerson Ltd., 2011. (Cost for lost textbook: \$100).

2. Overall Goals

- Course Description:

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyze the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

- **Overall Expectations:**

A. Research Inquiry and Skills

- A1. Exploring: explore topics related to philosophical questions and/or issues, and formulate questions to guide their research;
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods;
- A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry;
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B. Philosophical Foundations

- B1. Identifying the Big Questions: describe the main areas of philosophy and identify the big questions that arise in each area;
- B2. Philosophers and Philosophical Traditions: demonstrate an understanding of how major philosophers and philosophical traditions approach some of the big questions of philosophy;
- B3. Defining Terms and Concepts: demonstrate an understanding of terms and concepts central to discussions of the big questions of philosophy, and of how these terms and concepts are used in various philosophical traditions.

C. Philosophical Skills

- C1. Philosophical Reasoning: demonstrate an understanding of terms, methods, and fallacies associated with philosophical reasoning;

C2. Evaluating Philosophical Responses to Big Questions: analyze, using their own philosophical reasoning skills as well as the arguments of other critics, the strengths and weaknesses of the responses of major philosophers or schools of philosophy to some of the big questions of philosophy;

C3. Developing Philosophical Responses: use philosophical reasoning and critical thinking skills to formulate responses to big questions of philosophy and to arguments encountered in everyday life.

D. The Relevance Of Philosophy

D1. The Relevance to Everyday Life and Society: demonstrate an understanding of the relevance of philosophical questions, theories, and skills to their everyday life and to the community and broader society;

D2. The Relevance to Education and Careers: demonstrate an understanding of the relevance of philosophy to other subject areas and careers.

- **Specific Curriculum Expectations**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at: www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf

- **Course content (Mini-Units):**

Unit 1 – Foundations of Reason and Logic (15 Hours)

Introduction to Philosophy; Reasoning About Reasoning; Informal Logic; Formal Logic

Unit 2 – Metaphysics (20 Hours)

Understanding Metaphysics; Exploring Metaphysics; Connecting to Metaphysics

Unit 3 – Ethics (20 Hours)

Understanding Ethics; Exploring Ethics; Connecting to Ethics

Unit 4 – Epistemology (15 Hours)

Understanding Epistemology; Exploring Epistemology; Connecting to Epistemology

Unit 5 – The Philosophy of Science (10 Hours)

Understanding the Philosophy of Science; Exploring the Philosophy of Science; Connecting to the Philosophy of Science

Unit 6 – Social and Political Philosophy (10 Hours)

Understanding Social and Political Philosophy; Exploring Social and Political Philosophy; Connecting to Social and Political Philosophy

Unit 7 – Aesthetics (10 Hours)

Understanding Aesthetics; Exploring Aesthetics; Connecting to Aesthetics

Unit 8- Culminating Project (10 Hours)

3. Program Planning Considerations

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods that are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- This course is structured for students interested in pursuing a university or college education. The class features many characteristics of an introductory university/college level social science course: weekly readings, lectures, seminars, essays, debates, tests and final examination. This method of program delivery is an attempt to facilitate the transition from secondary education to post-secondary education. Since Grade 10 Canadian history is a mandatory junior course and students will be exposed to various teaching strategies. Some of these include: teacher-directed instruction (e.g. lectures and didactic questioning); indirect instruction (e.g. student-centred inquiry); interactive instruction (e.g. small and large group discussion); experiential learning (e.g. role play and analysis) and independent study (e.g. guided library research).

Active participation in class discussion and regular reading of the text and assigned readings are essential for the successful completion of this course. Students will be required to take part in group presentations and performance tasks. There will be unit tests, research and writing, opinion pieces, theory application and a final exam. Students will practice writing opinion paragraphs, creating theses and paraphrasing before they complete formal assessments. Research skills will be developed throughout the course. The final summative assignment will be a research essay and a final exam.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels. In this course, students are evaluated in four strands, according to the weightings shown:

| Knowledge/Understanding (25%) | Thinking and Inquiry (25%) | Communication (25%) | Application (25%) |
|---|--|---|--|
| Subject-specific content acquired in each course (knowledge of facts and terms), and the comprehension of its meaning and significance (understanding of concepts, principles, and theories and their relationships). | The use of critical and creative thinking skills and/or processes, as follows: – planning skills (e.g., focusing research, gathering information, organizing an inquiry) – processing skills (e.g., analyzing, evaluating, synthesizing) – critical/creative thinking processes (e.g., inquiry, problem solving, decision making, research) | The conveying of meaning through various forms, as follows: – oral (e.g., role play, presentation, debate) – written (e.g., report, research essay, interview) – visual (e.g., model, chart, movement, video, computer graphics) | The use of knowledge and skills to make connections within and between various contexts. – application of ideas and skills in familiar contexts – transfer of concepts, skills, and procedures to new contexts – making connections (e.g., between personal experiences and the subject, and the world) |

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

The course is made up of a series of formative assessments and summative assignments for each unit. In each unit students will practice opinion paragraph writing and development of a thesis. For example, in the first unit

students will write paragraphs on the causes of WWI and conscription then in unit three they will apply the same topics to WWII. Summative assignments include opinion writing, analysis of graphs, written tests and quizzes. Review and practice will be developed before formal evaluations.

A formal essay on an aspect of history studied in the course will be incorporated into the course mark. This essay will give students an opportunity to use writing skills practiced throughout the year.

10. 30% Grade Based on Course Culminating Activities and Final Examination

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last two weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

The student is required demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Contact Information

History Department, Room 132, 416-393-1860 x20085

Extra Help: Available before and after school by arrangement with the teacher.