

Sir John A. Macdonald Collegiate Institute (2024-2025)

Course Name	Philosophy: Questions and Theories	Grade	12
Course Code	HZT4U	Credit Value	1.0
Prerequisite	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies	Type of Course	U (university)
Textbook	<i>Philosophy: Questions and Theories</i> (2003) (student is responsible for the replacement cost if lost or damaged)	Teacher	Ms. Stavrou

Course Description:

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). * Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

* The course will consist of two mandatory strands – A: Research and Inquiry Skills, and B: Philosophical Foundations – and at least three strands covering specialized branches of philosophy, to be selected from strands C through H in the manner specified below. The knowledge and skills reflected in the mandatory strands are to be developed and applied in the context of the specialized branch strands. As shown in the accompanying figure, the course will cover:

- at least two of strands C–E (Core Topics) – Metaphysics, Ethics, Epistemology; *and*
- at least one of strands F–H (Supplementary Topics) – Philosophy of Science, Social and Political Philosophy, Aesthetics

Strand / Category	Definition	Weighting
Knowledge and Understanding (K/U)	Subject-specific content acquired in each grade / course (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Inquiry (I)	The use of critical and creative thinking skills and / or processes	25%
Communication (C)	The conveying of meaning and expression through various forms	25%
Application (A)	The use of knowledge and skills to make connections within and between various contexts	25%

Topics of Study:

The following are a list of topics that may be explored throughout the course:

- Introduction to Philosophy & Natural Philosophy
- Logic: Applying Reasoning & Argumentation
- Philosophy of Science: Students of the Universe
- Metaphysics: Beyond the Physical
- Epistemology: How We Know What We Know
- Ethics: Towards Right Action
- Aesthetics: Chasing Beauty
- Social and Political Philosophy: Liberty, Fraternity, and Freedom

Assessment and Evaluation Strategies:

The following is a list of potential assessment and evaluation strategies to be used within the course; the list is not exhaustive and is subject to change based on circumstance and the release of Ontario Ministry of Education profile.

- Quizzes, Quests, Tests
- Position Paper / Essay
- Research Project / Task
- Research Activities / Reports
- Case Studies
- Class Activities
- Debates
- Multimedia Presentations
- Visual Organizers
- Oral Presentations
- Exam

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4 / L4+ L4 LL4 / L4-	90 – 100 84 – 89 80 – 83	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3 / L3+ L3 LL3 / L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2 / L2+ L2 LL2 / L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1 / L1+ L1 LL1 / L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Calculation of Final Mark:

- 70% for evaluations conducted throughout the course and class work
- 30% for the culminating activity and final exam

Ontario Ministry of Education HRT3M1 Curriculum:

Strand	Overall Expectations
A. Research and Inquiry Skills	<ul style="list-style-type: none"> ● <i>A1. Exploring:</i> explore topics related to philosophy and formulate questions to guide their research ● <i>A2. Investigating:</i> create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods ● <i>A3. Processing Information:</i> assess, record, analyze, and synthesize information gathered through research and inquiry ● <i>A4. Communicating and Reflecting:</i> 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	<ul style="list-style-type: none"> ● <i>B1. The Nature of Philosophy:</i> demonstrate an understanding of the main areas of philosophy, periods of philosophical development, and the differences between philosophy and other areas of inquiry ● <i>B2. Philosophical Reasoning:</i> demonstrate an understanding of philosophical reasoning and critical thinking skills, including skills required to identify and avoid common fallacies of reasoning, and demonstrate the ability to apply these skills in various contexts
C. Core Topics:	<ul style="list-style-type: none"> ● <i>C1. Understanding Metaphysics:</i> demonstrate an understanding of the main questions in metaphysics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions

Metaphysics	<ul style="list-style-type: none"> ● <i>C2. Exploring Metaphysics</i>: demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>C3. Making Connections to Metaphysics</i>: demonstrate an understanding of connections between metaphysics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>C4. Philosophical Reasoning in Metaphysics</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions
D. Core Topics: Ethics	<ul style="list-style-type: none"> ● <i>D1. Understanding Ethics</i>: demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions ● <i>D2. Exploring Ethics</i>: demonstrate an understanding of theories in ethics, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>D3. Making Connections to Ethics</i>: demonstrate an understanding of connections between ethics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>D4. Philosophical Reasoning in Ethics</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in ethics
E. Core Topics: Epistemology	<ul style="list-style-type: none"> ● <i>E1. Understanding Epistemology</i>: demonstrate an understanding of the main questions in epistemology, and of the positions of major philosophers and schools of philosophy with respect to some of these questions ● <i>E2. Exploring Epistemology</i>: demonstrate an understanding of the epistemological theories, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>E3. Making Connections to Epistemology</i>: demonstrate an understanding of connections between epistemology and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>E4. Philosophical Reasoning in Epistemology</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to epistemological questions
F. Supplementary Topics: Philosophy of Science	<ul style="list-style-type: none"> ● <i>F1. Understanding the Philosophy of Science</i>: demonstrate an understanding of the main questions in the philosophy of science, and of the positions of major philosophers and schools of philosophy with respect to some of these questions ● <i>F2. Exploring the Philosophy of Science</i>: demonstrate an understanding of theories in the philosophy of science, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>F3. Making Connections to the Philosophy of Science</i>: demonstrate an understanding of connections between the philosophy of science and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>F4. Philosophical Reasoning in the Philosophy of Science</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in the philosophy of science
G. Supplementary Topics: Social and Political Philosophy	<ul style="list-style-type: none"> ● <i>G1. Understanding Social and Political Philosophy</i>: demonstrate an understanding of the main questions in social and political philosophy, and of the positions of major philosophers and schools of philosophy with respect to some of these questions ● <i>G2. Exploring Social and Political Philosophy</i>: demonstrate an understanding of theories in social and political philosophy, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>G3. Making Connections to Social and Political Philosophy</i>: demonstrate an understanding of connections between social and political philosophy and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>G4. Philosophical Reasoning in Social and Political Philosophy</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in social and political philosophy
H. Supplementary Topics: Aesthetics	<ul style="list-style-type: none"> ● <i>C1. Understanding Aesthetics</i>: demonstrate an understanding of the main questions in aesthetics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions ● <i>C2. Exploring Aesthetics</i>: demonstrate an understanding of theories in aesthetics, and evaluate responses to some of the main questions in TOPIC by major philosophers and schools of philosophy ● <i>C3. Making Connections to Aesthetics</i>: demonstrate an understanding of connections between aesthetics and other areas of philosophy, other subject areas, and various aspects of society, including everyday life ● <i>C4. Philosophical Reasoning in Aesthetics</i>: use philosophical reasoning skills to develop, communicate, and defend their own responses to questions in aesthetics

*** ACADEMIC HONESTY ***

Cheating

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- Copying another student's homework;
- Using another student's work on a test or any other evaluation;
- Bringing unauthorized notes or notations into an evaluation;
- Asking for or giving someone an answer during an evaluation;
- Using technology or artificial intelligence to create written work;
- Unauthorized use of electronic media to obtain answers during an evaluation; and
- Presenting assignments that have been completed by someone else as one's own.

Plagiarism

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (*Growing Success*, 2010, p.151). It can take many forms, including the following:

- Submitting an essay/assignment written by someone else (e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- Using technology or artificial intelligence to create written work;
- Copying and pasting from the internet or other electronic sites without citing the source; and
- Omitting quotation marks for direct quotations even if the sources have been cited.

Responsibility

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

- Seek clarification from teachers about actions that constitute plagiarism;
- Seek remediation when their research skills are deficient;
- Understand the penalties for academic dishonesty and plagiarism; and
- Ensure that all their work is original and that they cite sources accurately and consistently.

CONSEQUENCES OF ACADEMIC DISHONESTY

It is the intention of the TDSB to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

Investigation

- When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved;
- The teacher will determine if plagiarism/cheating has occurred; and
- The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dis-honesty.

Communication

If the teacher confirms plagiarism/cheating has occurred:

- The teacher will inform the principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences;
- The teacher will inform the student of the consequences of this instance of plagiarism/cheating; and
- The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that plagiarism/cheating has occurred and the consequences of this action.

Minimum Consequences for Plagiarism/ Cheating

- A mark of zero **may** be awarded for the assignment in question, as the student has not demonstrated skills required to meet achievement of the course/curriculum expectations;

- Or, in the professional judgment of the teacher/principal, they may provide an opportunity at another time for the student to demonstrate evidence of skills;
- And, depending on the nature of the offense and in discussion with the principal/vice-principal, the student's other teachers may be alerted; and,
- A repeated pattern of academic dishonesty **will** result in an escalating severity of consequences.

This document is subject to change.