



# North Vancouver Online Learning

## Course Plan: SS12 Philosophy

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### COURSE DESCRIPTION:

**SS12 Philosophy** is designed to empower students by providing them with strong communication skills, an understanding and appreciation of philosophy. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity and to be respectful of a range of perspectives and worldviews.

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). The course is organized around units Methods of Research, Nature of Reality, Knowledge and Truth, Society, Morality and Ethics.

For the complete Ministry curriculum document for **SS12 Philosophy** please go to <https://curriculum.gov.bc.ca/curriculum/social-studies/12/philosophy>

### BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence.

Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking.

Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.

While philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.

## **CORE COMPETENCIES:**

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



## **COURSE EXPECTATIONS:**

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

## **LEARNING STANDARDS: Curricular Competencies**

*Students are expected to be able to do the following:*

- Use philosophical inquiry processes and reasoning skills to respond to arguments and questions related to major issues in philosophy
- Assess the relevance of philosophical ideas for everyday life and current social and political issues
- Analyze philosophical ideas and assess their significance (significance)

- Compare the justification for different philosophical perspectives after investigating points of contention and the strengths and weaknesses of various arguments (evidence)
- Compare and contrast continuity, change, and divergence of ideas, disciplines, and schools of thought (continuity and change)
- Assess the development and impact of diverse ideas and systems of thought (cause and consequence)
- Explain different philosophical perspectives by considering the norms, values, worldviews, and beliefs of the philosophers who developed them (perspective)

**Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)**

- Use indigenous principles of learning (holistic, experiential, reflective, and relational) to better understand connectedness and the reciprocal relationship of First Peoples to the land
- Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)

**These are 2 of the 7 learning outcomes in the course curriculum, which comprises 29% of the course Learning Outcomes/Activities. (2/7= 29%)**

**LEARNING STANDARDS: Course Content**

*Students are expected to know the following:*

- definitions, frameworks, and interpretations of social justice
- self-identity and an individual's relationship to others
- social justice issues
- social injustices in Canada and the world affecting individuals, groups, and society
- governmental and non-governmental organizations in issues of social justice and injustice
- processes, methods, and approaches individuals, groups, and institutions use to promote social justice

**UNIT OVERVIEWS AND LEARNING ACTIVITIES:**

**Unit 1 – Reasoning - Methods of Research**

Students are introduced to ideas of philosophy and how philosophy is an inquiry into the whole world. Some of the questions students will explore include what gives it meaning, what makes it beautiful, where its evils come from, and ultimately, what is the very nature of reality itself. Philosophy is going to help you question every aspect of your own personal life — why you do what you do, why you think what you think, why you feel what you feel.

**Big Idea:** While philosophical questions often examine issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning requires exploration of one's identity.

## **Unit 2 – Nature of Reality**

Unit 2 relates one of the most important facets of philosophical thought skepticism or doubt. Take nothing at face value and be willing to accept that there is more to the world than meets the eye. Things you hold to be obviously true may turn out to be not so true and the age-old question 'what if our current reality isn't real at all?'

**Big Idea:** Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

## **Unit 3 - Knowledge and Truth**

In this unit, students explore ideas surrounding beliefs and knowledge. How philosophers explore the nuances in the definitions to find new meaning and truths and the differences between an assertion and reality. How do we find a justifiable true belief? How evidence plays into beliefs and knowledge. Can you have a false belief but not false knowledge?

**Big Idea:** Philosophy is a discipline that examines the fundamental nature of knowledge, reality, and existence.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning recognizes the role of indigenous knowledge.

## **Unit 4 – Society**

In this unit, students will be questioning Hobbes' state of nature, and implicit and explicit contracts, as well as the Prisoner's Dilemma, and the benefits, and costs, of violating contracts. Hobbes' famous quote described life in 'the state of nature' as "solitary, poor, nasty, brutish, and short." Students explore what that means as well as other political ideologies such as Anarchism, Libertarianism and Marxism

**Big Idea:** Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).

## **Unit 5 - Morality and Ethics**

Unit 5 introduces students ethical theories such as the ethical theory of consequentialism. This theory provides criteria to evaluate morals and possibly rules or guidelines for people to act morally and that consequentialism is in its most basic form the idea that the moral quality of an action is determined by its consequences. Students also explore Virtue ethics and Utilitarianism and Aesthetics

**Big Idea:** Philosophy provides tools for investigating meaning and fostering understanding of different ways of thinking.

**Core Competency:** *Thinking*

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions.

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
  - Essay/multi-paragraph writing
  - Paragraph writing
  - Verbal speeches/marketing ideas
  - Projects using a variety of technology
  - Podcasts, digital recordings
  - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)

### **ASSESSMENT:**

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/>

#### **Formative:**

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

#### **Summative:**

- Assignments and projects – written feedback, rubric assessment and grade

- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

### **EVALUATION:**

Based on performance standards and criteria as outlined in each assignment:

<b>Evaluation</b>	<b>Percentage of Final Mark</b>
Learning Guides	25
Unit Projects	75
<b><i>Course Total</i></b>	100

### **RESOURCES:**

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The NVOL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.