



Gloucester High School

Canada & World Studies (Social Science) Department

Welcome to Philosophy (H2T 4U) Taught by Ms. Rafferty

This is a 1 credit course.

Overview

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

How is this course organized?

Unit	Unit/Strand Name
1	Introduction to Philosophy
2	Metaphysics
3	A Brief History of Philosophy
4	Morality and Ethics
5	Epistemology
6	Research and Inquiry Skills

What are Learning Skills?

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The Ontario Curriculum Policy Documents all describe learning skills:

- Responsibility
- Independent Work
- Collaboration (Teamwork)
- Organization
- Initiative
- Self-Regulation (Work Habits)
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What are categories?

The Ontario Curriculum Policy Documents all describe four categories of knowledge and skills:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application

How will I be assessed?

The primary purpose of assessment is to improve learning. Assessment will be ongoing and varied. Some assessments will be used to determine initial understanding (diagnostic). This is beneficial feedback and will not count towards your mark. During units, ongoing assessments will be used to help improve your learning (formative) and may count towards your mark. At the end of units, assessments will be used to evaluate what you have learned (summative) and will count towards your mark. *Learning Skills* will be assessed throughout the course and they are evaluated and reported separately. Each Learning Skill is reported using E, G, S or N (Excellent, Good, Satisfactory, or Needs Improvement). Even though Learning Skills are not part of your mark, *they are critical to your success in this course.*

What are levels?

The Ontario Curriculum Policy Documents all describe four levels of achievement within each of the four categories listed above. Level one represents passable achievement and "level four" represents outstanding achievement.

How will I be evaluated?

Your achievement in each of the *four categories* will be assessed throughout the course. Using some formative and all summative assessment information, an overall mark will be determined. This mark represents your most consistent performance in the critical learning for this course. Note that diagnostic assessments will NOT count towards the mark.

Levels, marks and anecdotal comments will be used to communicate your achievement on assessments

	CATEGORY	Weighting out of 100
Term Assessments 70%	Knowledge/Understanding	20%
	Thinking/Inquiry	15%
	Communication	15%
	Application	20%
Final Assessments 30%	Culminating Performance Task	10%
	Culm. Activity (Exam)	20%

According to Ontario Curriculum Policy Documents, seventy percent of your final mark comes from assessments done during the course and thirty percent of your final mark comes from your performance on a final assessment at the end of the course.

We encourage ongoing communication between teacher, student and parent/guardian throughout the course. Have a great semester!

LEARNING SKILLS ASSESSMENTS

WORK HABITS

The way you do your work, and how it looks when you are done.

- Bring all required materials to class and use them properly
- Complete and submit your work on time
- Try to do your best every day
- Review your work before handing it in
- Follow safe practices in the classroom

TEAMWORK

Two or more people sharing the work required to complete a task

- Willing to do your share of the group's work
- Encouraging everybody in the group to participate
- Being sure that all group members stay "on task" and complete the work.
- Managing the group's time as a team. (choose your group's "break times" etc.)
- Your ability to interact successfully in a variety of groupings

INITIATIVE

The way you take charge of your learning - Just do it!

- Get to work on your own
- Ask for help from teachers and other students, when necessary
- Look for unique solutions to problems - try alternative approaches to do your work
- Search for the information you need
- Offer to help others

WORKS INDEPENDENTLY

The way you begin, work on and complete a task on your own.

- Stay on task - avoid getting distracted
- Use your classroom time wisely
- Figure out what to do - follow instructions carefully
- Finish your work
- Persevere when things get tough - don't give up

ORGANIZATION

The way you manage your work and materials.

- Kept your notes neat, in order, and complete
- Use planners or agendas to keep track of tasks and deadlines
- Make a plan of action to get your work done
- Change your plan of action to adjust to your workload.