

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

This document is intended to provide an overview of the curriculum revisions. Teachers are required to refer to the curriculum documents for program planning.

Strand: A. Research and Inquiry Skills

*The first two strands of the 2013 curriculum, **Research and Inquiry Skills** and **Philosophical Foundations**, should be woven throughout the entire HZT4U course. These expectations can be taught and assessed in all units/branches of philosophy.

2000 Philosophy Curriculum	2013 Philosophy Curriculum	Major Differences
<u>Overall Expectations:</u> <ul style="list-style-type: none"> Correctly use the terminology of philosophy Identify the main areas of philosophy, and analyse philosophical arguments within them Demonstrate an understanding of the unique character of philosophical questions Effectively use a variety of print and electronic sources and telecommunication tools in research Effectively communicate the results of their inquiries 	<u>Overall Expectations:</u> <p><i>A1. Exploring:</i> explore topics related to philosophy, and formulate questions to guide their research</p> <p><i>A2. Investigating:</i> create research plans, and locate and select information relevant to their chosen topics, using appropriate philosophical research and inquiry methods</p> <p><i>A3. Processing Information:</i> assess, record, analyse, and synthesize information gathered through research and inquiry</p> <p><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</p>	<ul style="list-style-type: none"> Expectations 1 and 3 from the 2000 curriculum now appear in the new “Philosophical Foundations” strand A3 (“Processing Information”) is a new addition 2013 expectations are more detailed
<u>Specific Expectations:</u> <i>Using Reasoning Skills</i> <ul style="list-style-type: none"> Classify philosophical conclusions Classify philosophical arguments Apply logical and critical thinking skills to evaluate or defend positions in philosophical writings Apply logical and critical thinking skills to problems that arise in jobs and occupations <i>Using Research Skills</i> <ul style="list-style-type: none"> Summarize main philosophical concepts and theories from information gathered from encyclopedias or surveys Compare problems, principles, methods, and conclusions of different philosophers 	<u>Specific Expectations:</u> <p><i>A1. Exploring</i></p> <p>A1.1 explore a variety of topics related to philosophy to identify topics for research and inquiry</p> <p>A1.2 identify key concepts related to their selected topics</p> <p>A1.3 formulate effective questions to guide their research and inquiry</p> <p><i>A2. Investigating</i></p> <p>A2.1 create appropriate research plans to investigate their selected topics</p> <p>A2.2 locate and select information relevant to their investigations from a variety of primary sources and secondary sources</p> <p>A2.3 based on preliminary research, formulate arguments and anticipate counter-arguments</p> <p><i>A3. Processing Information</i></p> <p>A3.1 assess various aspects of information gathered from primary and secondary sources</p> <p>A3.2 record and analyse information and key ideas using a variety of formats</p> <p>A3.3 analyse and interpret research information</p>	<ul style="list-style-type: none"> Specific expectations are organized according to the four overall expectations Expectations from the 2000 “Using Reasoning Skills” subsection now appear in the 2013 “Philosophical Foundations” strand 2013 expectations are more detailed and broken down (provide more specific guidelines for research) A3 (“Processing Information”) expectations are new additions

<ul style="list-style-type: none"> • Describe the ways in which the ideas of philosophers have influenced subsequent philosophers <p><i>Using Communication Skills</i></p> <ul style="list-style-type: none"> • Clearly explain their own views in philosophical discussions in class and in other types of exchanges • Clearly explain their views and display their use of philosophical reasoning skills in written papers, using accepted forms of documentation as required 	<p>A3.4 demonstrate academic honesty by documenting the sources of all information gathered through research</p> <p>A3.5 synthesize findings and formulate conclusions</p> <p><i>A4. Communicating and Reflecting</i></p> <p>A4.1 use an appropriate format to communicate the results of research and inquiry effectively for a specific purpose and audience</p> <p>A4.2 correctly use terms relating to their chosen topics</p> <p>A4.3 clearly communicate the results of their chosen inquiries and follow appropriate conventions for acknowledging sources</p> <p>A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills</p>	
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Strand: B. Philosophical Foundations

*The first two strands of the 2013 curriculum, **Research and Inquiry Skills** and **Philosophical Foundations**, should be woven throughout the entire HZT4U course. These expectations can be taught and assessed in all units/branches of philosophy.

2000 Philosophy Curriculum	2013 Philosophy Curriculum	Major Differences
<u>Overall Expectations:</u> This is a new strand in the philosophy curriculum.	<u>Overall Expectations:</u> <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.	<ul style="list-style-type: none">● 2013 expectations draw from overall expectations 1-3 in the “Research and Inquiry Skills” strand of the 2000 curriculum● The requirement to include elements of logic (fallacies of reasoning) is a new addition
<u>Specific Expectations:</u> This is a new strand in the philosophy curriculum.	<u>Specific Expectations:</u> <i>B1. The Nature of Philosophy</i> B1.1 explain the main areas of philosophy and identify some of the big questions that arise in each area B1.2 describe the main periods of philosophical development and the major philosophers identified with those periods B1.3 distinguish between philosophy and other areas in the social sciences and humanities <i>B2. Philosophical Reasoning</i> B2.1 demonstrate an understanding of the form and components of a philosophical argument, including how a philosophical argument differs from other communications, and identify these components when formulating and evaluating arguments B2.2 describe critical thinking skills and habits of mind that support philosophical reasoning, and demonstrate the ability to use them in various contexts B2.3 correctly use terminology related to logic when formulating and analyzing arguments B2.4 explain common fallacies of reasoning and identify them when formulating and analyzing arguments B2.5 explain how philosophical reasoning and critical thinking skills can be applied in everyday life, and demonstrate the ability to apply these skills in various contexts.	<ul style="list-style-type: none">● Many expectations are new additions (such as periods of philosophical development, metacognition on critical thinking skills, fallacies of reason, etc.)● B2 specific expectations draw from the 2000 “Research and Inquiry” strand

Strands: C, D, E, F, G and H (Philosophical Branches)

*The overall and specific expectations for the various branches of philosophy in the 2013 HZT4U curriculum follow the same format and wording. Simply replace “C” with the assigned letter and “metaphysics” with the name of the desired branch. (Note: expectations from the different branches of philosophy in the 2000 curriculum vary in number and wording. Please refer to curriculum documents for specific wording of the 2000 curriculum.)

Strand	Category and Weighting
C. Metaphysics D. Ethics E. Epistemology	Core Topics: Cover at least <u>two</u>
F. Philosophy of Science G. Social and Political Philosophy H. Aesthetics	Supplementary Topics: Cover at least <u>one</u>

2000 Philosophy Curriculum	2013 Philosophy Curriculum	Major Differences
<u>Overall Expectations:</u> <ul style="list-style-type: none"> Summarize the main questions, concepts, and theories of metaphysics Evaluate the strengths and weaknesses of responses to some of the main questions of metaphysics defended by some major philosophers and schools of philosophy, and defend their own responses Demonstrate the relevance of metaphysical questions and theories to everyday life Illustrate how metaphysical theories are presupposed in other subjects 	<u>Overall Expectations:</u> <p><i>C1. Understanding Metaphysics:</i> demonstrates 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</p> <p><i>C2. Exploring Metaphysics:</i> demonstrate an understanding of metaphysical theories, and evaluate responses to some of the main questions in metaphysics by major philosophers and schools of philosophy</p> <p><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</p> <p><i>C4. Philosophical Reasoning in Metaphysics:</i> use philosophical reasoning skills to develop, communicate, and defend their own responses to metaphysical questions</p>	<ul style="list-style-type: none"> 2013 expectations are more detailed and specific <u>C3</u> (“Making Connections to Metaphysics”) is a combination of expectations 3-4 in the 2000 curriculum <u>C4</u> (“Philosophical Reasoning in Metaphysics”) is a new addition
<u>Specific Expectations:</u> <ul style="list-style-type: none"> Demonstrate an understanding of some of the main questions in metaphysics Evaluate the positions of some of the major philosophers on some of the main metaphysical questions Formulate their own clear and cogent responses to some of the fundamental questions of metaphysics, and defend their responses in philosophical exchanges with others Explain, with reference to some classic texts, how different metaphysical theories about such questions as “Do persons remain the same over time?” 	<u>Specific Expectations:</u> <p><i>C1. Understanding Metaphysics</i> C1.1 demonstrate an understanding of some of the main questions in metaphysics C1.2 summarize the positions of various major philosophers and schools of philosophy on some of the main questions in metaphysics</p> <p><i>C2. Exploring Metaphysics</i> C2.1 explain different metaphysical theories with reference to some classic and contemporary texts C2.2 compare how different philosophers and/or schools of philosophy approach the same metaphysical questions/issues C2.3 evaluate the strengths and weaknesses of philosophical responses to some of the main questions in metaphysics</p> <p><i>C3. Making Connections to Metaphysics</i></p>	<ul style="list-style-type: none"> 2013 expectations are broken down and include more specific details C1 and C2 expectations build upon expectations 1,2, and 4 of the 2000 curriculum C3 builds upon specific expectations 4 and 5 of the 2000 curriculum C4 expands upon the expectation 3 in the 2000 curriculum

<p>make differences in people's attitudes to such practical issues as making promises, memory, and responsibility for past events</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the influence that some metaphysical ideas about topics such as casualty, space and time, and the infinite have on other disciplines, such as physics and astronomy 	<p>C3.1 demonstrate an understanding of the influence that ideas related to metaphysics have on their everyday life</p> <p>C3.2 explain ways in which metaphysics draws from and influences other areas of philosophy</p> <p>C3.3 describe forces that have helped shape the evolution of metaphysical thought over time, and analyse their impact</p> <p>C3.4 demonstrate an understanding of the influence of metaphysical ideas on other subject areas</p> <p><i>C4. Philosophical Reasoning in Metaphysics</i></p> <p>C4.1 formulate and explain, using philosophical reasoning skills, their own clear and cogent responses to some of the main questions in metaphysics</p> <p>C4.2 evaluate and defend, in philosophical exchanges with others, their own responses to some of the main questions in metaphysics, and anticipate and respond logically to counter-arguments</p> <p>C4.3 correctly use terminology related to metaphysics</p>	
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