

Diploma Programme subject outline – PHILOSOPHY			
School Name	High Point Central	School Code	0875
Time distribution	2017-2018 Academic School Year		
Name of teacher who completed this outline	Robison Bean	Date of IB training	June 27, 2015
Date when outline was completed	10/1/2017	Name of workshop	IB Philosophy Category 2 - Toronto

1. Course outline

The emphasis of the IB Philosophy course is on “doing” philosophy. It focuses on developing students’ ability to formulate arguments in a sound and purposeful way, and encourages students to develop intellectually independent and creative ways of thinking.

George Orwell said, “Those who cannot write well cannot think well.” If a student wishes to improve his or her writing, philosophy will demand an improvement. The hallmark of philosophical writing is clarity. The tasks of reading, thinking, and discussing are all precursors to the difficult work of writing. Even when an idea is clear in the understanding, the work of making it clear on paper is not easy!

Philosophy introduces students to old and new ideas, provokes amazing discussions, and ruthlessly hones thinking and writing.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them</i>	Contents	Allocated Time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable</i>
			One class is: 90 minutes In one week there are: 2-3 classes	<input type="checkbox"/> <input type="checkbox"/>	
Year 1	Introduction During the introduction to the course, students search for the impact of philosophy on everyday activities and their relevancy. This is a key component to understanding the course and completion of the IA	Philosophy Terminology Philosophical Source Material	2 Weeks	Each Semester: Essays Tests Classwork	Archetypes of Wisdom, 7 th Edition. Soccio, Douglas J. <i>Tao Te Ching</i> , by Lao Tzu, Barnes and Noble Books, 2005.
	Writing Philosophy Students will learn the intricate manner in which philosophical writing must take place. Components such as defining phrases and terminology, framing arguments, presenting counter arguments, and valuing the effectiveness of an argument are essential. Philosophical papers require a commitment to clarity and should also commit to finding truth.	Skills to be developed: <ul style="list-style-type: none"> • Critical and systematic thinking skills • Careful analysis • Construction of coherent arguments • Selection of supporting examples and illustrations • Exploration of counter-arguments • Formulation of reasoned judgements • Critical evaluation Students will participate in the following: ** Reading past IA examples and scoring each essay ** Writing a definition essay	4 Weeks	Homework Edmodo Discussion Board <i>*Essays scored using components of the IB Philosophy IA Rubric</i>	<i>The Life You Can Save</i> , by Peter Singer, Random House, 2009. <i>On Liberty</i> , by J.S. Mill, Digireads.com, 2010. <i>Discourse on Method</i> , by Rene Descartes <i>Being Good</i> , by Simon Blackburn <i>The Tao of Pooh</i> , by Benjamin Hoff

	<p>** Finding the philosophical meanings of music, analyzing songs, and creating songs</p> <p>** Analyzing magazine covers and paintings and extracting philosophical meaning from both. Philosophical inquiry gains strength from asking the strongest of possible questions, so students will partake in group activities that involve Socratic Seminars.</p>			<p><i>Sophie's World</i>, by Jostein Gaarder</p> <p>*Additional supplementary fiction and nonfiction texts, prose/poetry, essays, articles, film clips, discussion topics, and journal prompts. Also, materials from courses in the IB diploma program will be utilized at appropriate intervals</p>
<p>Core Theme</p> <p>Three elements constitute the 'heart' of the Core Theme's exploration of 'being human':</p> <ul style="list-style-type: none"> • The search for a better understanding of ourselves as individuals • The search for a better understanding of ourselves as members of our communities • The exploration of interpretations of the human condition from diverse perspectives 	<p>Human Nature Individuality and universality The nature versus nurture debate Scientific perspectives such as behaviorism</p> <p>Self & The Other Self/non-self Authenticity</p> <p>Identity Personal identity Identity over time Social and cultural identity</p> <p>Free Will/Determinism Freedom and determinism Social conditioning Existential angst</p> <p>Mind/Body The mind–body problem Consciousness</p>	<p>16 Weeks</p>		

	<p>Activities Include: Historical Exploration of ideas from the past including western and eastern philosophical traditions.</p> <p>Students will complete mini-IA's for each component of the core them scored from the IA rubric</p> <p>Group activities that include assigning different scenarios and perspectives that students must argue from to encourage multi-dimensional thinking</p> <p>Clips and interviews from philosopher and media that exemplify the components of the unit</p> <p>University of North Carolina – Chapel Hill/High Point Central Philosophy Outreach. Skyped conversations with professors and graduate students will allow students to develop higher level questioning and understanding of key concepts through a variety of voices and experiences.</p> <p>Creating, developing, and writing of the IB Philosophy Internal Assessment</p>			
<p>Optional Theme: 7. Political Philosophy</p> <ul style="list-style-type: none"> - Historical Development - Ideologies of Government - Civil Duties 	<p>The first topic for study deals with civil society, the state and government. It focuses on concepts such as sovereignty, authority and power, as well as different forms of government. The second topic focuses on justice, including the relationship between justice and</p>	<p>8 Weeks</p>		

	<ul style="list-style-type: none"> - Revolution - Justice - Human Rights 	<p>fairness, and the distinction between retributive and distributive justice. The third topic focuses on rights, including the distinction between human rights and legal rights, and the relationship between rights, duties and responsibilities.</p> <p>Activities Include: Analyzing Text (including IB Text J.S. Mill on Liberty)</p> <p>Evaluating arguments</p> <p>Essays</p> <p>Debates</p> <p>Speeches</p>			
	<p>Optional Theme: 3. Ethics</p> <p>Normative Ethics Ethical Language Applied Ethics Wealth Distribution Environmental Ethics</p>	<p>The first topic for study focuses on normative ethics, exploring moral theories and how we make ethical decisions. It also reflects on moral principles themselves, and debates such as whether moral principles are universal or relative. The second topic for study focuses on meta-ethics, on the origins and nature of moral values and foundations for moral judgment. It also explores debates surrounding ethical language, including the significance of calling something right or wrong. The third topic for study focuses on applied ethics, exploring approaches to a variety of important issues, many of which are of international concern.</p>	<p>4 Weeks</p>	<p>Each Semester:</p> <p>TOK Journal</p> <p>TOK Projects</p> <p>TOK Essays</p> <p>TOK Presentations</p> <p><i>*Essays and Presentations scored using IB TOK Rubric</i></p>	<p>*Additional supplementary fiction and nonfiction texts, prose/poetry, essays, articles, film clips, discussion topics, and journal prompts. Also, materials from courses in the IB diploma program will be utilized at appropriate intervals</p>

		Activities include: NCHSB Ethics Bowl: Students will develop skills in the area of ethics throughout the unit and put these ideas into action by participating in the regional and national ethics bowl and North Carolina University.			
	Course Review Students will use this period of time to review key concepts, reevaluate the validity of personal and shared arguments, and compare and contrast ideas across the curriculum. Preparation for the exam.		2 Weeks		

2. Links with Diploma Programme teachers

Philosophy will be accessible to all students and teachers at High Point Central. Providing resources on HPC’s shared space, regular teacher interactions through PLC’s and IB meetings, and implementation of ideas and theories throughout all courses, students will gain additional philosophical understandings in all of their courses.

3. Philosophy assessment components

Students will complete both the Internal and External Assessments.

The Internal Assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The External Assessment will evaluate student understanding in 3 categories: Core Theme, Optional Theme(s), and Prescribed Texts.

4. Approaches to learning

The aim of the philosophy course at HL and SL is to engage students in philosophical activity, enabling them to:

1. Develop an inquiring and intellectually curious way of thinking
2. Formulate arguments in a sound and purposeful way
3. Examine critically their own experiences and their ideological and cultural perspectives
4. Appreciate the diversity of approaches within philosophical thinking
5. Apply their philosophical knowledge and skills to the world around them

5. International Mindedness

“We are also recognizing the need to prepare students for the social and moral challenges that await them in such a complex world. The traditional academic disciplines alone will not prepare our young people for such challenges. Our students must develop the necessary skills, habits of mind and the moral and ethical values to be able to understand and manage the interconnectivity and complexity of the modern world’.”

(IB Diploma Programme: From principles into practice(2009))

“We might call it an education for international mindedness; an education designed to break down the barriers of race, religion and class; an education that extolled the benefits of cultural diversity; above all else, an education for peace.” – George Walker, former Director General of the IB (2011: 19)

Quoted on p. 6 of the Philosophy guide (2016)

These quotes were selected to exhibit the international mindedness that appear throughout the beginning and end of the IB Philosophy Course.

The DP philosophy course develops international-mindedness in students by encouraging them to engage with multiple perspectives and to carefully consider alternative points of view. The course encourages dialogue and debate, nurturing students' capacity to interpret competing and contestable claims. In addition to encouraging students to explore and draw upon a wide range of traditions and perspectives, the course also provides an opportunity to engage in an examination of concepts and debates of global significance. The flexibility of the DP philosophy course means that teachers have the opportunity to select relevant examples themselves to explore with their students, ensuring that the course appropriately meets their students' needs and interests, whatever their location or cultural context.

6. Development of the IB learner

Inquirers

Philosophy students seek to find answers to unanswered questions and reevaluate past knowledge. It is a fundamental premise of Philosophy that personal knowledge should not result from simple acceptance of knowledge without sufficient inquiry and evidence. Students should search for truth through a Socratic tradition that is exemplified in IB Philosophy practices.