

Philosophical Inquiry Course Syllabus SY 2016-2017

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Course Description

Philosophical inquiry is a standards-based course grounded in a p4c Hawai'i approach to education. It focuses on processes for thinking and learning, and the development of ethical relationships in and beyond school. Co-inquiring alongside their teachers, students who participate in Philosophical Inquiry learn to actively engage in course materials to deepen their understanding of themselves and the world. The course is designed to give students and teachers opportunities to work on:

- Complex problem solving, critical thinking, good judgment, reasoning, inter-personal communication, personal reflection, group facilitation, note-taking, and writing skills
- Ethical relationship building, and process for thinking responsibly as a member of a reflective *community of inquiry*
- Interdisciplinary methods for conducting research
- Thinking philosophically about historical, economic, geographic, and political science content, issues and concepts
- Wonderment, and connecting thinking across content areas and other areas of life
- Habits of mind necessary for meaningful and purposeful engagement in their current and future schoolwork and life

Successful completion of the course is worth 1/2 general social studies elective credit.

Rationale for the Course

This is the 21st century. To meet the challenges of this new century, we educators must generate new visions, new horizons, and new definitions of the future. The challenge is to teach children to cope in a world of shifting values; of rapid technological innovations; vast sources of multicultural information; political, social, economic, environmental and global interdependencies; instant yet remote communication; and a world that one can hardly envision but one in which children must be prepared to live (Department of Education, State of Hawai'i, Curriculum Framework for Social Studies, 2008).

Philosophical Inquiry is a course that was designed to directly address many of challenges faced by students and educators in the 21st century. Philosophical Inquiry represents a dramatic shift from traditional social studies courses which typically focus on: narrow perspectives, a predominantly Western view, studying "about" democratic citizenship, chronology as a way of organizing content, coverage, text-books, interpreting texts, the separation of disciplines, emphasis on the past, individualism, and tests that emphasize recall (Department of Education, State of Hawai'i, Curriculum Framework for Social Studies, 2008). Philosophical Inquiry represents a newer paradigm of social studies coursework that values global perspectives, multicultural views, "practicing" democratic citizenship, theme/issue based studies, depth of understanding, experience and interaction, students constructing their own meaning from multiple resources, integration, an emphasis on connecting the past with the present, collaboration, and alternative forms of assessment (Department of Education, State of Hawai'i, Curriculum Framework for Social Studies, 2008). Philosophical Inquiry provides students with the skills and processes necessary for achieving 21st century student outcomes (outlined in the P21 Framework, 2009) and is one component of an effective standards-based education that will help Hawai'i's students be "college and career-ready graduates" (Department of Education, State of Hawai'i Strategic Plan, 2011 – 2018).

Philosophical Inquiry Standards at a Glance

Standard	Topics
1. Community of Inquiry	1.1 Intellectual Safety, Ethical Relationships, and Listening with Empathy
	1.2 Philosophy and Inquiry
	1.3 Tools for Collaborative Inquiry
	1.4 Tools for Thinking and Reasoning
2. Philosophical Dialogue	2.1 Structures for Practicing Philosophical Dialogue
	2.2 Deliberative Philosophical Processes in Multiple Settings
	2.3 Tools for Facilitating Philosophical Dialogue
	2.4 Philosophical Dialogue Annotations and Memos
	2.5 Incorporating Philosophical Dialogue into a Written Response
	2.6 Evaluating Philosophical Dialogue
3. Philosophical Inquiry Research	3.1 Developing Questions
	3.2 Planning Inquiries
	3.3 Using Evidence
	3.4 Analyzing Data, Evidence, and Information
	3.5 Communicating Conclusions
	3.6 Taking Informed Action
4. Reflection	4.1 Oral and Written Philosophical Inquiry Reflection
	4.2 Personal Reflection
	4.3 Inquiry Process Reflection
	4.4 Meta-Cognition
	4.5 Multiple Perspectives

Textbook/Required Readings: Philosophy for Teens by Sharon Kaye and Paul Thomas. We will also be reading texts from a variety of different authors included but not limited to, Martin Luther King Jr., Karl Marx, bell hooks, Rachel Carson, Lupe Fiasco and more. For an detailed list of authors and readings please contact me.

Common Core Standards:

- Reading:
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text
- Writing:
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Rang of Writing

General Learner Outcomes

1. Self-directed Learner: The ability to be responsible for one's own learning
2. Community Contributor: The understanding that it is essential for human beings to work together
3. Complex Thinker: The ability to perform complex thinking and problem solving
4. Quality Producer: The ability to recognize and produce quality performance and quality products
5. Effective Communicator: The ability to communicate effectively
6. Effective & ethical User of Technology: The ability to use a variety of technologies effectively, ethically

Habits of Mind

1. Managing Impulsivity
2. Thinking Flexibly
3. Thinking about Thinking (metacognition)
4. Striving for Accuracy
5. Questioning and Posing Problems
6. Applying Past Knowledge to New Situations
7. Thinking and Communicating with Clarity and Precision

SUPPLIES

1. Writing utensils (blue or black pens or dark led pencils)
2. Composition book (college ruled)

GRADING POLICY

Students will demonstrate mastery of the standards through the following methods:

- Assessments (Lenses Project, Philosophical Insight Papers, Final Take-Home Reflection, Final In-Class Reflection) = 50%
- Self Directed Learner (binder checks, inquiry memos, PODs and daily reflections) = 20%
- Ethical Self Assessment = 20%
- Community Contributor Hours = 5%
- CCR Literacy = 5%

Grades will be awarded according to the following table:

Letter Grades	Standard Alignment	Percentage	Graduation Requirements
A	Advanced	90-100%	Passing
B	Proficient	80-89%	Passing
C	Partially Proficient	70-79%	Passing
<u>F</u>	<u>Novice</u>	<u>Below 70%</u>	<u>Not Passing</u>

Students may choose to revise assignments to achieve a higher score. Students', who receive anything below a "C" on an assignment, must make revisions to the assignment in order to meet the standards and benchmarks. Revisions must be made during tutorial. Grades and attendance will be recorded online at <https://hawaii.infinitecampus.org/hawaii.jsp>

MAKE UP WORK POLICY

It is the student's responsibility to request and complete anything missed due to an excused absence. The student must make an appointment with the teacher to make up the lost class time. This must be done **immediately upon returning to school during study hall**. Students' will not be able to make up an assignment due to an unexcused absence or tardy.

LATE WORK POLICY

Meeting deadlines are extremely important!!! Deadlines will be strictly enforced and if an assignment is not completed on time, the highest grade a student can receive for it is a B.

ACADEMIC INTEGRITY

Each student must take pride in their work and act with honesty and integrity when completing assignments.

- Cheating is not tolerated; anyone caught will receive a ZERO for that assignment.
- Copying and allowing someone to copy off of you will also result in a ZERO for that assignment.
- Plagiarism will result in a ZERO as well, if you like what someone wrote...give them credit for it by using a citation (APA Format.)

PHILOSOPHY FOR CHILDREN

In this class we will be using Philosophy for Children in order to aid students in the Historical Inquiry Process. History is all about perspectives; it is a collection of people's ideas and opinions about events that occurred in the past. As students in this course you will be required to think critically about the information that you receive and the ideas that are being presented in order to form your own unique historical perspective (your own interpretation of history based on your analysis of primary and secondary sources.)

INTELLECTUAL SAFETY

As a student it is your responsibility to actively contribute to creating a community that is intellectually safe. An intellectually safe community is one where:

- All participants of the community feel free to ask any question or state any view as long as respect for all peers is honored. ~Dr. Thomas Jackson

COMMUNITY CONTRIBUTOR HOURS

As one of Kailua High School's General Learner Outcomes, students need to be community contributors. As a requirement for KHS social studies, **students will need to complete 10 hours of community service per term.** This service can be done anywhere with an organization pending the approval of the students' parents and teacher.

STUDENT ACCOMMODATIONS

Accommodations are made based on IEP and/or individual conferences with student, counselor, and/or parent. Lessons are designed to present and learn information in oral, written, visual and kinesthetic form. Teacher is available for extra help during scheduled tutor time and other times as announced in class.

CLASSROOM EXPECTATIONS

1. Be Respectful
 - Treat others as you would like to be treated.
 - Practice intellectual safety
 - Celebrate and appreciate the diversity within the class
2. Be Responsible
 - Come to class on time prepared to learn
 - Keep track of all due dates and assignments
 - Complete work on time and to the best of your ability
3. Be Resourceful
 - Be proactive, if you don't understand something ask for help
 - Be aware of the vast amount of possibilities and opportunities around you
 - Use the resources you have appropriately and efficiently

SCHOOL DISCIPLINE POLICY

Follow the Kailua High School expectations/policies, as well as the Hawaii Department of Education's Chapter 19 rules along with state and federal laws and regulations

SCHOOL ATTENDANCE POLICY

In furtherance of Kailua's Educational Vision, **all students are required to attend classes daily and be present on time.**

1. An excused absence may be cleared for grading purposes only if and when a student makes up class work that was missed during the absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from the teacher. Official attendance records will continue to reflect an absence.
2. The student shall provide a written note for absences to the Registrar's Office.
3. When a student is truant, the student will continue to be enrolled in the class and upon his/her return to school will attend future classes on time and complete class work.
4. Students are required to be present in class on time. An excused tardy may be cleared for grading purposes only if and when a student makes up class work that was missed during the period of absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
5. The teacher will complete a **Progress Report** form when a student reaches three and six unexcused absences from a class. The form will be submitted to the counselor for mailing to the student's parent or guardian. (*Note: Mid-Term and Term Progress Reports are entered into eSIS and are generated by the system.*)
6. The teacher will submit an **Action Plan Referral (APR)** to the Student Services Coordinator requesting attendance intervention for a student with 6 or more unexcused absences.
7. The teacher will submit a **Student Referral Form** for a student with 3 or more unexcused tardies to the designated vice-principal for administrative action.

Philosophical Inquiry

Please read, complete and **return to Ms. Shiroma by** _____
Thank you for your time and feel free to contact me if you have any questions.

Student's Legal Name:

Parent/Guardian Name:

Contact Numbers:

Home _____ Work _____ Cell _____

Email Address: _____

Parent/Guardian Name:

Contact Numbers:

Home _____ Work _____ Cell _____

Email Address: _____

*******Please sign below indicating that you have read and understand the policies for this course*******

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Movies

Throughout the course of the semester we will be viewing, documentaries, news clips, and movies/movie clips. Some of the material could be R rated due to its content. This is a permission slip to document your approval. Students who do not participate will be provided with alternate assignments.

Parent/Guardian Signature

Controversial Issues

Philosophical Inquiry encourages students to think critically about the world they live in. During this course we will be reading material from a variety of authors about the following themes: Race, Politics, Class, The Environment, and Gender Inequalities. This is a permission slip to document your approval. Students who do not participate will be provided with alternate assignments

Parent/Guardian Signature

Mahalo,

Ms. Cheriesse Shiroma