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Philosophical Inquiry Curriculum Guide

Course Overview, Standards & Supporting Documents

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Course Overview

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Course Description

Philosophical inquiry is a standards-based course grounded in a p4c Hawaiʻi 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, political science, and philosophy 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 ½ 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).

The Role of the Teacher

Philosophical Inquiry teachers play an important role in shaping the student experience in the course. The pedagogy Philosophical Inquiry teachers employ must work in tandem with the learning objectives outlined in the Philosophical Inquiry standards. One approach to teaching that does this is the "philosopher's pedagogy" (Makaiau & Miller, 2012). The philosopher's pedagogy requires that teachers make six interconnected educational commitments in their practice: 1) live an examined life; 2) see education as a shared activity between teacher and student; 3) reconceptualize "content" as the interaction between the classroom participant's beliefs and experiences, and the subject matter being taught; 4) see philosophy as "the general theory of education" (Dewey, 1916); 5) make philosophy a living classroom practice; and 6) they are willing to challenge contemporary measures for classroom assessment. Teachers who adopt a philosopher's pedagogy to teach Philosophical Inquiry take on the role of "co-inquirer," a classroom participant who not only facilitates the learning of others, but also is a learner himself or herself.

To take on the role of co-inquirer, it is of utmost importance that Philosophical Inquiry teachers work alongside their students to create an "intellectually safe" classroom community of inquiry. To assist them in this process there are a number of tips that Philosophical Inquiry teachers can use to promote safe and productive philosophical dialogues in their classroom communities of inquiries. These tips include, but are not limited to:

a. Maintain intellectual safety.
b. Encourage participation.
c. Pose and respond to questions that probe for reasoning and evidence.
d. Ensure a hearing for a full range of positions on a topic or issue.
e. Clarify, verify, or challenge ideas and conclusions.
f. Promote divergent and creative perspectives.

Glossary of Terms

The definition included in this glossary were taken from a number of scholarly sources, including *The Philosopher's Pedagogy* (Makaiau & Miller, 2012), *The Art and Craft of Gently Socratic Inquiry* (Jackson, 2001), and *Thinking and Education* (Lipman, 1991). For the complete citations, and list of the other sources used to create the philosophical inquiry course standards see the reference section at the end of this document.

Community of Inquiry. Collectively teachers and students must work together to socially construct what Matthew Lipman (1991) calls a classroom community of inquiry. In this classroom environment a very specific learning culture is cultivated where students and teachers "listen to one another with respect, build on one another's ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences form what has been said, and seek to identify one another's assumptions" (Lipman, 1991, p. 15).

Intellectual Safety. "Classrooms must be physically safe places. For dialogue and inquiry to occur they must be emotionally and intellectually safe as well. In an intellectually safe place there re no put-downs and no comments intended to belittle, undermine, negate, devalue, or ridicule. Within this place, the group accepts virtually any question or comment, so long as it is respectful of the other members of the circle. What develops is a growing trust among the participants and with it the courage to present one's own thoughts, however tentative initially, on complex and difficult issues" (Jackson, 2001, p. 460).

Community Ball. One of the signature techniques incorporated into *p4c Hawai'i* classrooms is the creation of a "community ball" (Jackson, 2001, p. 461). The community ball gives each student a sense of place and purpose that supports further classroom inquiry where the learning and discovery expands far beyond the content of the text. On one of the first days of class teachers and students work together we create a "community ball" to begin the process of building our intellectually safe classroom community (Jackson, 1984). However, as the year progresses, the community ball becomes a tool of instruction that is used to facilitate philosophical inquiry.[1] By passing the community ball from person to person during class discussions, students learn how to take turns in a well-regulated group discussion. The ball gradually empowers the students to feel comfortable in calling on each other and to take ownership of their inquiry. The community ball does this by establishing making concrete certain rules and agreements necessary for a fruitful; discussion to take place: 1) only the person with the community ball can speak; 2) students and teachers always have the right to pass; and 3) the person with the community ball chooses who speaks next. These rules for engagement help teachers and students keep philosophical discussion at the heart of most major classroom activities.

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[1] For a detailed description on how to build and use a "community ball," see Jackson, T. (2001). The art and craft of "Gently Socratic" inquiry. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (3rd Ed). Alexandria, VA: Association for Supervision and Curriculum Development.

Philosophical Questions. In the context of this philosophical inquiry course, philosophical questions have three defining features. They: 1) Use the Good Thinker's Toolkit 2) Move beyond the "text" or use the text to question a larger issue 3) Are something students and teachers truly want to think/wonder about with their community of inquiry.

Good Thinker's Tool Kit. Equally important has been the development of specific tools and evaluative criteria to assist in the students in the development of rigorous inquiry within the intellectually safe community. In order to learn, identify, and evaluate the type of thinking needed to move an inquiry to an intellectually deep level or to "scratch beneath the surface," the students are explicitly taught and given multiple opportunities to practice the seven cognitive components of the "Good Thinker's Toolkit" (Jackson, 2001, pg. 463). The good thinker's tool kit consists of seven indicators for critical thinking which are: **W**- what do you mean by that? **R**- what are the reasons? **A**- what is being assumed? Or what can I assume? **I** – can I infer ____ from _____? Or where are there inferences being made? **T**- is what is being said true and what does it imply if it is true? **E** – are there any examples to prove what is being said? **C** – are there any counter-examples to disprove what is being said? Students are encouraged to back up any claim or insight, such as an inference, with relevant evidence or reasons to identify hidden assumptions and so on. In short, the Good Thinkers Toolkit is a heuristic device that is designed to promote and evaluate the student's development as responsible and critical thinkers.

Plain Vanilla Philosophical Discussion. In order to engage a classroom in philosophical discussion, students and teachers need a structure for classroom inquiry that supports the practice of "little p" philosophy. Jackson (1989; 2001) suggests a "Plain Vanilla" format where students generate questions, vote on the question they want to talk about, and use a set of assessment criteria to judge the progress of their community (intellectual safety, listening, participation) and inquiry (learning something new, scratching beneath the surface of a topic, remaining focused, etc.). "Whenever possible, students and teacher sit in a circle during inquiry time. Students call on each other, no longer relying on the teacher to carry out this responsibility. Each has the opportunity to speak or to pass and remain silent. In this environment inquiry will grow" (Jackson, 2001, p. 460). Plain Vanilla discussions rely on the "questions and interests of the children and move[s] in the direction that the children indicate" (Jackson, 2001, p. 462). We have found that providing this type of structure in the classroom, along with the other activities and assessments mentioned in this section, the students' sense of wonder is valued and incorporated into each inquiry.

The Plain Vanilla process generally follows this sequence of events:

1. Students read (or are exposed to some sort of stimulus, such as art, music, video);
2. Each student creates a philosophical question in response to the reading (see definition above).
3. Students vote democratically on the question they want to discuss. Each student gets two votes and can place them both on the same question or two different questions. We typically just go around the circle and let every student vote.
4. Once the question is selected, the students write a response to it. The response should have some examples, identify assumptions, seek clarification, ask more questions…
5. The person whose question is chosen begins the inquiry. They explain where the question came from and provide the first response;
6. Students and teachers use the evaluation criteria to reflect on and evaluate the inquiry.

Philosophical Inquiry Standards at a Glance

Standard	Topics
1. Philosophical Community of Inquiry	1.1 Intellectual Safety, Ethical Relationships, and Listening with Empathy
	1.2 Tools for Collaborative Inquiry
	1.3 Tools for Thinking and Reasoning
	1.4 Ten Lenses of Philosophical Inquiry
2. Philosophical Dialogue	2.1 Philosophical Dialogue in Large-Group Settings
	2.2 Philosophical Dialogue in Small-Group Settings
	2.3 Philosophical Text Annotations
	2.4 Philosophical Inquiry Memos
	2.5 Philosophical Dialogue Constructed Response
	2.6 Philosophical Dialogue Evaluation
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. Philosophical Reflection	4.1 Evidence-Based Philosophical Inquiry Reflection
	4.2 Personal Reflection
	4.3 Inquiry Research Process Reflection
	4.4 Meta-Cognition
	4.5 Multiple Perspectives

Strand	Philosophical Inquiry
Standard 1: Philosophical Community of Inquiry	

Topic	Intellectual Safety, Ethical Relationships, and Listening with Empathy
Benchmark SS.PI.1.1	In a community of inquiry, explain and practice intellectual safety, ethical relationships (responsibility for expressing ideas that help contribute to the community's development), and listening with empathy.
Sample Performance Assessment (SPA)	Use a concept map to brainstorm examples and counter-examples of intellectual safety, ethical relationships, and listening with empathy
Rubric	

Advanced	Proficient	Partially Proficient	Novice
Concept maps include more than five examples and counter-examples that accurately apply the definition of "intellectual safety, ethical relationships," and "listening with empathy" to a variety of contexts (e.g. home, school, etc.)	Concept maps include five examples and counter-examples that accurately apply the definition of "intellectual safety, ethical relationships," and "listening with empathy" to two different contexts (e.g. home, school, etc.)	Concept maps include less than five examples and counter-examples that accurately apply the definition of "intellectual safety, ethical relationships," and "listening with empathy" to two different contexts (e.g. home, school, etc.)	Concept maps do not include five examples and counter-examples that accurately apply the definition of "intellectual safety, ethical relationships," and "listening with empathy to two different contexts (e.g. home, school, etc.)

Topic	Tools for Collaborative Inquiry
Benchmark SS.PI.1.2	Create a tool for mediating participation (teacher-to-student, student-to-teacher, student-to-student), listening, and intellectual safety in the community of inquiry.
Sample Performance Assessment (SPA)	Create "community ball" with peers and use it to orally respond to questions about self and thinking
Rubric	

Advanced	Proficient	Partially Proficient	Novice
You used more than one example to describe yourself and more than one example to elaborate on the qualities of your thinking while physically participating in the construction of the "community ball."	You used one example to describe yourself and one example to illustrate qualities of your thinking while physically participating in the construction of the "community ball."	You either used one example to describe yourself or one example to illustrate qualities of your thinking while physically participating in the construction of the "community ball."	You did not describe yourself and your thinking while physically participating in the construction of the "community ball."

Topic	Tools for Thinking and Reasoning
Benchmark SS.PI.1.3	Identify, explain and apply the seven reasoning tools of The Good Thinker's Tool Kit (what do you mean by, reasons, assumptions, inferences, truth and implications, examples/evidence, and counter-examples/counter-evidence) to make progress in a philosophical inquiry.
Sample Performance Assessment (SPA)	I created a "Good Thinker's Tool Kit Handbook," which included a the definition, question stem, and applied example of each reasoning tool in the Good Thinker's tool kit (what do you mean by, reasons, assumptions, inferences, truth and implications, examples/evidence, and counter-examples/counter-evidence) and I used this Handbook during a variety of class activities ("Plain Vanilla" inquiries, philosophical research projects, reflections, etc.)
Rubric	

Advanced	Proficient	Partially Proficient	Novice
There is an abundance of evidence that I	There is evidence that I accurately applied	There is some evidence that I applied some	There is very little evidence that I applied the

accurately applied all of the seven reasoning tools in the Good Thinker's Tool Kit to each and everyone of our class activities ("Plain Vanilla" inquiries, philosophical research projects, reflections, etc.)	most of the seven reasoning tools in the Good Thinker's Tool Kit to a variety of class activities ("Plain Vanilla" inquiries, philosophical research projects, reflections, etc.)	of the seven reasoning tools in the Good Thinker's Tool Kit to some class activities ("Plain Vanilla" inquiries, philosophical research projects, reflections, etc.)	seven reasoning tools in the Good Thinker's Tool Kit to some class activities ("Plain Vanilla" inquiries, philosophical research projects, reflections, etc.)

Topic	Ten Lenses of Philosophical Inquiry
Benchmark SS.PI.1.4	Apply the five sub-fields of philosophy (epistemology, logic, metaphysics, ethics, or aesthetics) and the five spheres of social studies (social, political, economic, interaction between humans and the environment, and cultural) to analyze texts and make progress in philosophical inquiries.
Sample Performance Assessment (SPA)	Identify at least two lenses of philosophical inquiry (social, political, economic, culture, interaction between humans and the environment, ethics, epistemology, metaphysics, aesthetics, and logic) that relate to the text(s). Use examples and reasons to explain how and why each lens is connected to the text(s).

Advanced	Proficient	Partially Proficient	Novice
I identified more than two lenses of philosophical inquiry that related to the text(s). I used direct textual evidence to support each lens I identified. I used examples and reasons to explain how and why each lens is connected to the text(s).	I identified at least two lenses of philosophical inquiry that related to the text(s). I used direct textual evidence to support each lens I identified. I used examples and reasons to explain how and why each lens is connected to the text(s).	I identified at less than two lenses of philosophical inquiry that related to the text(s). I may or may not have used direct textual evidence to support each lens I identified. I attempted to use examples and reasons to explain how and why each lens is connected to the text(s).	I did not identify at least two lenses of philosophical inquiry that related to the text(s).

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Strand	Philosophical Inquiry
Standard 2: Philosophical Dialogue	

Topic	Philosophical Dialogue in Large-Group Settings
Benchmark SS.PI.2.1	Initiate and participate in large-group philosophical inquiries (e.g. Plain Vanilla) in which community members use intellectually safe dialogue to explore (not debate) complex topics, texts and issues of their interest related to history, politics, civics, economics, geography, and philosophy.
Sample Performance Assessment (SPA)	Initiate and participate in a Plain Vanilla philosophical discussion: 1. Read/observe/listen/experience a stimulus (e.g. text). 2. Generate philosophical questions. 3. Vote on a focus question. 4. Engage in philosophical dialogue about the question by applying the tools for thinking and reasoning, building on others' ideas, expressing thoughts clearly, and maintaining an intellectually safe community of inquiry. 5. Reflect on progress made (addressing community and inquiry)

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
In our community of inquiry we read a text, each student generated a philosophical question, we voted on the question we wanted to inquire about, more than three fourths of the students used the Good Thinker's Tool Kit actively engage in philosophical dialogue with one another, and one hundred percent of the students evaluated the community (intellectual safety, listening and participation) and the inquiry (use of the Tool Kit, focus, and student interest).	In our community of inquiry we read a text, each student generated a philosophical question, we voted on the question we wanted to inquire about, more than half of the students used the Good Thinker's Tool Kit actively engage in philosophical dialogue with one another, and one hundred percent of the students evaluated the community (intellectual safety, listening and participation) and the inquiry.	In our community of inquiry we read a text, most of the students generated a philosophical question, we voted on the question we wanted to inquire about, a few of the students used the Good Thinker's Tool Kit actively engage in philosophical dialogue with one another, and a few of the students evaluated the community and the inquiry.	In our community of inquiry we read a text, a few students generated philosophical questions, we voted on the question we wanted to inquire about, the class expected the teacher to engage in philosophical dialogue, and there was no evaluation of the community and the inquiry.

Topic	Philosophical Dialogue in Small-Group Settings
Benchmark SS.PI.2.2	With diverse partners in a variety of small-group settings (e.g. one-on-one, through social media) initiate and participate in a range of collaborative, and deliberative philosophical dialogues about complex topics, texts, and issues related to history, politics, civics, economics, geography, and/or philosophy.
Sample Performance Assessment (SPA)	a. Generate questions while reading a *Philosophy for Teens* article. b. Explore your questions with your peers and family (using face-to-face dialogue or in writing via social media). c. Write. Start by stating your question/s. What new connections or realizations did you make in relationship to your questions? How does any of this connect to you and the world that you live in? Do you now see a different perspective or point of view? Make sure to incorporate ideas and comments from your peers and family in your response.

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I started with a question that I wondered about while reading the *Philosophy for Teens* article. I used a specific life story to clearly communicate how the question, idea, or concept that I chose to focus on in my argument was both meaningful and connected to my life. I discuss how my question can be looked at from multiple perspectives. I use specific quotes from my peers and family to discuss multiple perspectives and points of view in my reflection. I end with more questions.	I started with a question that I wondered about while reading the *Philosophy for Teens* article. I clearly communicated how the question, idea, or concept that I chose to focus on was meaningful or connected to my life. I discuss how my question can be looked at from multiple perspectives. There is evidence of my peers and family's ideas and comments in my response.	I started with a question that I wondered about while reading the *Philosophy for Teens* article. I had difficulty communicating how the question, idea, or concept that I chose to focus on in my reflection was meaningful or connected to my life. The connection was undeveloped, forced or unclear. There is very little evidence that I discussed the *Philosophy for Teens* article or my question with my peers or family.	I did not communicate how the question, idea, or concept that I chose to focus on in my reflection was meaningful or connected to my life. It is clear that I didn't discuss the *Philosophy for Teens* article with anyone.

Topic		Philosophical Text Annotations
Benchmark SS.PI.2.3		Record thoughts and questions in order to analyze primary and secondary text-based sources (cite specific textual evidence) that develop thinking and dialogue for philosophical inquiries.
Sample Performance Assessment (SPA)		Write down thoughts and questions while analyzing a text before philosophical dialogue. Make sure to: a. Apply the Good Thinker's Tool Kit b. Relate personal experiences or understanding of the world to content in text c. Think about your own thinking d. Make connections e. Respond to diverse points of view and determine what additional points of view are needed to deepen the inquiry

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
All of my comments and questions apply several aspects of the Good Thinker's Tool Kit, and make connections to my life. There is ample evidence that my self-understanding, and understanding of the world developed because of this activity. There is evidence that I thought about my own thinking in my comments and questions, and that I used my reflections to develop new comments and questions. Many of my comments or questions identify and respond to diverse points of view, and I determine what additional points of view are needed to deepen the inquiry.	More than half of my comments and questions apply the Good Thinker's Tool Kit. Many of my comments and questions make connections to my life, and my understanding of the world. There is evidence that I thought about my own thinking in my comments and questions. Many of my comments or questions identify and respond to diverse points of view.	Few of my comments and questions apply the Good Thinker's Tool Kit. A majority of the questions and comments I raise are for basic comprehension of the text. Few of my comments and questions make connections to my life, and my understanding of the world. I struggled to think about my own thinking in my comments and questions. My comments and questions mostly make observations about the text or author. Few of my comments or questions identify and respond to diverse points of view.	I do not apply the Good Thinker's Tool Kit. My comments and questions don't connect to my life, and my understanding of the world. I did not think about my own thinking in my comments and questions. None of my comments or questions identify and respond to diverse points of view.

Topic		Philosophical Inquiry Memos
Benchmark SS.PI.2.4		Write structured memos (notes) to record thinking and dialogue during philosophical inquiry (cite specific spoken and text-based evidence).

Sample Performance Assessment (SPA)	During our philosophical dialogue write memos (notes). Record your thoughts and questions, as well as those of your peers. Make sure to cite specific spoken evidence that you find interesting or important.

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I wrote extensive memos (notes) both during and after our philosophical dialogue that recorded my thoughts and questions as well as those of my peers. I cited specific spoken evidence (including direct quotes with the names of my peers) that I found interesting or important.	I wrote memos (notes) during our philosophical dialogue that recorded my thoughts and questions as well as those of my peers. I cited specific spoken evidence that I found interesting or important.	I wrote minimal memos (notes) during our philosophical dialogue that recorded my thoughts and questions as well as those of my peers.	I wrote a few memos (notes) during our philosophical dialogue that recorded some of my thoughts.

Topic	Philosophical Dialogue Constructed Response
Benchmark SS.PI.2.5	Use the questions, complex ideas, concepts, and textual information explored during philosophical dialogue to a write a logically sequenced argument that includes a precise knowledgeable claim (thesis), the acknowledgment of assumptions embedded in the claim, reasons and evidence from multiple sources (e.g. textual, multimedia) to support the claim, and the identification of counterclaims.
Sample Performance Assessment (SPA)	Pick one idea or concept that was discussed during philosophical dialogue and write a constructed response. Be sure to include: a. CLAIM- Use concise language to write a one-sentence claim. b. ASSUMPTION(S) - Next, acknowledge the assumptions embedded in your claim. c. SUPPORTING EVIDENCE - Then, support your claim with textual evidence (e.g. direct quotes from the readings or our inquires) and reasons that explain why the evidence supports your claim. Be sure to use multiple texts (three to exceed) to support your claim. d. COUNTER-EXAMPLES - Finally, acknowledge any counter-examples to your claim.

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I brought together multiple questions, ideas, or concepts discussed in our philosophical dialogue to develop a clear one-sentence claim (argument). Using sound reasoning I correctly identified more than one assumption embedded in my claim. I supported my claim with logical reasons and evidence (concrete details, quotations, and in-text citations). My evidence came from three or more different texts (in-class readings, an additional scholarly source, inquiry memos). I identified and explained more than one counter-example related to my claim.	In response to a question, idea, or concept discussed in our philosophical dialogue I developed a clear one-sentence claim (argument). Using sound reasoning I correctly identified an assumption embedded in my claim. I supported my claim with logical reasons and evidence (concrete details and quotations). My evidence came from two or more different texts (in-class readings, an additional scholarly source, inquiry memos). I identified and explained at least one counter-example related to my claim.	In response to a question, idea, or concept discussed in our philosophical dialogue I developed a one-sentence claim (argument). I tried to identify an assumption embedded in my claim but it is unclear and illogical. I supported my claim with reasons and evidence. My evidence came from one of the texts (in-class readings, an additional scholarly source, inquiry memos). I tried to explain at least one counter-example related to my claim but my reasoning was confusing.	I did not develop a claim in response to a question, idea, or concept discussed in our philosophical dialogue. I did not identify an assumption embedded in my claim. I did not support my claim with reasons and evidence. I did not identify a counter-example related to my claim.

Topic	Philosophical Dialogue Evaluation
Benchmark SS.PI.2.6	Evaluate progress made during philosophical dialogue by identifying specific examples of strengths and challenges of the community (e.g. intellectual safety, listening, participation) and strengths and challenges of the inquiry (e.g. level of interest, focus, use of the Good Thinker's Tool Kit).
Sample Performance Assessment (SPA)	Use your inquiry memos and your own thinking to evaluate the progress made during our philosophical dialogue. Evaluate our community (intellectual safety, listening, participation) and our inquiry (level of interest, focus, use of the Good Thinker's Tool Kit, and the degree to which we challenged our thinking). Use the following questions to guide your response: a. COMMUNITY STRENGTHS- What do we do well as a community? b. COMMUNITY CHALLENGES -What do we need to improve on as a community? c. INQUIRY STRENGTHS - What was a strength of our inquiry? d. INQUIRY CHALLENGES - What was a challenge in our inquiry?

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I used more than one specific example (from my inquiry memos or memory) to support my written evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I used at least one specific example (from my inquiry memos or memory) to support my written evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I did use specific examples to support my written evaluation of some of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges	I did not write an evaluation of each of the following areas: a. Community strengths b. Community challenges c. Inquiry strengths d. Inquiry challenges

Strand	Philosophical Inquiry

Standard 3: Philosophical Inquiry Research

Topic	Developing Philosophical Questions
Benchmark SS.PI.3.1	Construct philosophical questions (using the Good Thinker's Tool Kit) that are personally meaningful and relevant to the topic/focus question of a history, politics, civics, economics, geography, and/or philosophy inquiry.
Sample Performance Assessment (SPA)	Construct philosophical questions about a philosopher to learn more about their philosophy and the lens(es) of philosophical inquiry that they are most clearly connected to.

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I constructed more than ten philosophical questions that used the Good Thinker's Tool Kit (only one "W" question), related to my interests, and deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed at least ten philosophical questions that used the Good Thinker's Tool Kit (a few "W" questions), related to my interests, and deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed at less than ten philosophical questions that used the Good Thinker's Tool Kit, and that deepened my inquiry into the philosophy and philosophical lens connected to the philosopher that I am inquiring about.	I constructed a few questions to help me understand the philosophy and philosophical lens connected to the philosopher that I am inquiring about.

Topic	Planning Philosophical Inquiries
Benchmark SS.PI.3.2	Determine the kinds of sources will be helpful in answering philosophical questions taking into consideration multiple points of view, the types of sources available, and the potential use of the sources in relationship to the topic/focus question guiding the history, politics, civics, economics, geography and/or philosophy inquiry.
Sample Performance Assessment (SPA)	Determine the kinds of sources that will best help you answer the philosophical questions that you generated about the philosopher that you are inquiring about. Make sure to consider: 　a.　multiple points of view 　b.　the types of sources available 　c.　and the relationship between the source and my particular inquiry

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I used more than five sources (three primary & two secondary). I used multiple types of sources (e.g. visual, quantitative, qualitative) from different authors. It was clear that the sources I used connected to the questions I asked. I had a bibliography for all sources.	I used at least five sources (three primary & two secondary). I used at least two types of sources (e.g. visual, quantitative, qualitative) from different authors. It was clear that the sources I used connected to the questions I asked. I had a bibliography for all sources.	I used less than five sources (three primary & two secondary). I stuck to one type of source (e.g. visual, quantitative, qualitative) from different authors. At times it was unclear as to whether the sources I used connected to the questions I asked. I had a bibliography for all sources.	I did not use any resources for research.

Topic	Using Evidence
Benchmark SS.PI.3.3	Gather information from multiple sources and formats (e.g., visually, quantitatively, as well as words) representing a wide range of views to respond to philosophical inquiry questions, and use evidence from those sources to develop claims, while attending to the relevance of the claim to the topic/focus question guiding the history, politics, civics, economics, geography, and/or philosophy inquiry

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Sample Performance Assessment (SPA)		Use the sources gathered to answer each of the philosophical questions that you generated about the philosopher that you are inquiring about. Make sure to analyze your answers to determine what they teach you about the philosophy of your philosopher and the lens of philosophical inquiry that their philosophy is most clearly connected to.	
Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I used evidence from multiple sources to construct answers to my philosophical questions. I made sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I included quotes and in-text references in my answers. I used reasons and evidence to explain why or why not the answers to my questions related to the focus of my inquiry. I generated more questions.	I used evidence from multiple sources to construct answers to my questions. I made sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I used reasons and evidence to explain why or why not the answers to my questions related to the focus of my inquiry.	I used evidence from a few sources to construct answers to my questions. I didn't always make sure that the claims in my answers were fully developed, addressed the questions, and were accurate. I used reasons and evidence to explain why or why not the (some of the) answers to my questions related to the focus of my inquiry.	I answered a few of my questions, but I didn't use evidence from my sources to support my claims. It seemed like I didn't know what my question was asking. I did not make any relationships between the answers to my questions and the focus of my inquiry.

Topic		Analyzing Data, Evidence, and Information	
Benchmark SS.PI.3.4		Analyze responses to philosophical inquiry questions (data, evidence, and other information gathered), and apply findings to construct a thesis (claim), which addresses the inquiry's focus question.	
Sample Performance Assessment (SPA)		Based on the analysis of the data/evidence/information that you used to answer your philosophical inquiry questions, construct a thesis statement that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher you are inquiring about.	
Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
You determined, which information was MOST relevant to your inquiry and you used accurate and logical reasoning to categorize that information and construct a logical and original one sentence claim that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher you are inquiring about.	You used accurate and logical reasoning to categorize the information you gathered and you constructed a one sentence claim that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher you are inquiring about.	You used accurate reasoning to categorize your information, but it is clear that a lot of information is not relevant to your inquiry. You attempted to construct a once sentence claim that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher you are inquiring about, but your claim was unclear and confusing.	You did not engage in the process of categorizing your information. You did not construct a thesis statement.

Topic		Communicating Conclusions	
Benchmark SS.PI.3.5		Communicate progress made in the inquiry by constructing an organized (logically sequenced) explanation to the inquiry's topic/focus question, which introduces a claim (thesis statement), provides sound reasoning, inferences, and evidence (examples, and details with significant and pertinent information and data) to support the claim, and, which acknowledges the strengths and weaknesses of the explanation by addressing opposing view points.	

Sample Performance Assessment (SPA)		Write a scholarly paper that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher you are inquiring about. Make sure to:
		a. introduce your claim
		b. provide sound reasoning, inferences, and evidence to support the claim
		c. acknowledge the strengths and weaknesses of your explanation by addressing opposing viewpoints

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I wrote an insightful and well-organized scholarly paper that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher that I was inquiring about. My paper has an introduction that discusses underlying assumptions embedded in my claim, body paragraphs that provide sound reasoning, inferences and evidence (including in-text references) to support my claim, and a conclusion that acknowledges the strengths and weaknesses of my explanation by addressing opposing viewpoints.	I wrote an organized scholarly paper that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher that I was inquiring about. My paper has an introduction, body paragraphs that provide sound reasoning, inferences and evidence (including in-text references) to support my claim, and a conclusion that acknowledges the strengths and weaknesses of my explanation by addressing opposing viewpoints.	I wrote a paper that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher that I was inquiring about. My paper has an introduction, body paragraphs that provide reasoning, and evidence to support my claim, and a conclusion that acknowledges the strengths and weaknesses of my explanation.	I wrote a paper that explains both the philosophy and lens of philosophical inquiry that is most closely connected to the philosopher that I was inquiring about. My paper has an introduction, body paragraphs and a conclusion.

Topic		Taking Informed Action
Benchmark SS.PI.3.6		Apply findings from the philosophical inquiry research process to take action in the classroom, school, online, and/or in an out-of-school civic and/or political context.
Sample Performance Assessment (SPA)		Develop a plan for applying what you learned from your inquiry to solve a problem in your personal life and document how you implemented your plan, and reflect on the outcomes of your actions.

Rubric			
Advanced	**Proficient**	**Partially Proficient**	**Novice**
I developed a plan for applying what I learned in my inquiry to solve a problem in my personal life. I wrote in a journal to document and reflect on the changes that occurred in my life because of the plan I developed. I made modifications to my plan based on my reflections.	I developed a plan for applying what I learned in my inquiry to solve a problem in my personal life. I wrote in a journal to document and reflect on the changes that occurred in my life because of the plan I developed.	I developed a plan for applying what I learned in my inquiry to solve a problem in my personal life. I wrote in a journal to document the changes that occurred in my life because of the plan I developed.	I developed a plan for applying what I learned in my inquiry to solve a problem in my personal life, but I did not get around to implementing my plan.

Strand	Philosophical Inquiry
Standard 4: Philosophical Reflection	

Topic	Evidence-Based Philosophical Inquiry Reflection
Benchmark SS.PI.4.1	Draw evidence from literary or informational texts, philosophical dialogue, research, and/or self-knowledge to support oral and written reflection.
Sample Performance Assessment (SPA)	Write a reflection about a quote provided. Draw evidence from the text and/or self-knowledge to support your thinking.
Rubric	

Advanced	Proficient	Partially Proficient	Novice
In my written reflection I drew evidence form texts and self-knowledge to support my thinking.	In my written reflection I drew evidence form texts or self-knowledge to support reflection.	I wrote a reflection but there are no specific examples from the text or self-knowledge to support my thinking.	I did not write a reflection.

Topic	Personal Reflection
Benchmark SS.PI.4.2	Analyze, reflect, and generate a conclusion about how meaningful and connected specific knowledge is to self-understanding and/or understanding of the world.
Sample Performance Assessment (SPA)	At the end of class, analyze, reflect and generate a conclusion about what you learned by explaining how meaningful and connected the class was to your self-understanding and/or understanding of the world.
Rubric	

Advanced	Proficient	Partially Proficient	Novice
In my written reflection I thought about my own thinking and communicated my findings by: • Connecting what I learned to my life *or* the world I live in. • Using textual evidence *AND* ideas/quotes from classmates/teacher to support my response.	*In my written reflection I thought about my own thinking and communicated my findings by:* • Connecting what I learned to my life *or* the world I live in. • Using textual evidence *OR* ideas/quotes from classmates/teacher to support my response.	*In my written reflections I thought about my own thinking during and communicated my findings by:* • Connecting what I learned to my life *or* the world I live in.	*I did not complete a written reflection.*

Topic	Philosophical Inquiry Research Process Reflection
Benchmark SS.PI.4.3	Use examples and/or counter-examples to reflect on each step of the philosophical inquiry research process including what went well, what needs to improve, and goals for future inquiries.
Sample Performance Assessment (SPA)	Apply your work from each step of the philosophical inquiry research process (questioning, planning the inquiry, using evidence, analyzing data/evidence/information, communicating conclusions, and taking informed actions) to reflect on and evaluate what went well, what you need to improve on, and to set goals for a future research project.
Rubric	

Advanced	Proficient	Partially Proficient	Novice

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I used more than one example or counter-example to reflect on each step of the philosophical inquiry research process (questioning, planning the inquiry, using evidence, analyzing data/evidence/information, communicating conclusions, and taking informed actions) and to evaluate what went well, what I need to improve on, and to set goals for a future research project.	I used at least one example or counter-example to reflect on each step of the philosophical inquiry research process (questioning, planning the inquiry, using evidence, analyzing data/evidence/information, communicating conclusions, and taking informed actions) and to evaluate what went well, what I need to improve on, and to set goals for a future research project.	I used at least one example to reflect on most steps of the philosophical inquiry research process (questioning, planning the inquiry, using evidence, analyzing data/evidence/information, communicating conclusions, and taking informed actions) and to evaluate what went well, what I need to improve on, and to set goals for a future research project.	I reflected on most steps of the philosophical inquiry research process (questioning, planning the inquiry, using evidence, analyzing data/evidence/information, communicating conclusions, and taking informed actions).

Topic			Meta-Cognition
Benchmark SS.PI.4.4			Think about your own thinking during the philosophical inquiry process and communicate findings (orally or through writing) with others.
Sample Performance Assessment (SPA)			At the end of a philosophical inquiry class, think about your own thinking and write a response to each of the following questions: a. How does what you learned today connect to your life and the world you live in? b. Do you see a different perspective or point of view? c. Use textual evidence *AND* ideas/quotes from classmates/teacher to support your response.
Rubric			
Advanced	Proficient	Partially Proficient	Novice
In my written reflection I thought about my own thinking and communicated my findings by: • Connecting what I learned to my life *or* the world I live in. • Describing more than one new perspective or point of view. • Using textual evidence *AND* ideas/quotes from classmates/teacher to support my response.	*In my written reflection I thought about my own thinking and communicated my findings by:* • Connecting what I learned to my life *or* the world I live in. • Describing a new perspective of point of view • Using textual evidence *OR* ideas/quotes from classmates/teacher to support my response.	*In my written reflections I thought about my own thinking during and communicated my findings by:* • Connecting what I learned to my life *or* the world I live in. • Describing a new perspective or point of view.	*I did not complete a written reflection.*

Topic			Multiple Perspectives
Benchmark SS.PI.4.5			Identify and respond thoughtfully to diverse perspectives/points of view and determine what additional information, points of view, self-knowledge or research is required to deepen the inquiry.
Sample Performance Assessment (SPA)			Write about a new perspective or point of view that you developed during a Plain Vanilla philosophical dialogue and determine additional information, points of view, self-knowledge or research that would help you deepen your inquiry into the topic that was discussed.
Rubric			
Advanced	Proficient	Partially Proficient	Novice

In my written reflection I thought about my own thinking and communicated my findings by: • Describing more than one new perspective or point of view that I developed during our philosophical dialogue. • Determining more than one additional piece of information, point of view, self-knowledge or research that would help me deepen my inquiry into the topic we discussed.	*In my written reflection I thought about my own thinking and communicated my findings by:* • Describing one new perspective or point of view that I developed during our philosophical dialogue. • Determining at least one additional piece of information, point of view, self-knowledge or research that would help me deepen my inquiry into the topic we discussed.	*In my written reflections I thought about my own thinking during and communicated my findings by:* • Describing more than one new perspective or point of view that I developed during our philosophical dialogue.	*I did not complete a written reflection.*

Alignment of Philosophical Inquiry Standards to the Common Core, The College, Career, and Civic Life (C3) Framework for Social Studies Standards, and Philosophy for Children Hawai'i

Philosophical Inquiry Standard	Common Core Standard	The College, Career, and Civic Life (C3) Framework for Social Studies Standards	Philosophy for Children Hawai'i (Jackson, 2001)
1.1	ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 2 & 4	Intellectual Safety and Community (p. 460)
1.2	ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 2 & 4	Making a "Community Ball" (pp. 460 - 461)
1.3		C3 – Dimension 1, 3, 4	"The Good Thinker's Tool Kit" (pp. 463 - 464)
1.4			
2.1	ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 1 - 4	"Plain Vanilla" (pp. 462 - 463)
2.2	ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 1 - 4	
2.3	ELA – Reading History, Key Ideas & Details (11 – 12.RH.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.8 & 11 -12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 1, 3, 4	
2.4	ELA – Reading History, Key Ideas & Details (11 – 12.RH.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.8 & 11 -12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 1, 3, 4	
2.5	ELA – Reading History, Integration of Knowledge and Ideas (11-12.RH.7) ELA – Writing, Text, Types, and Purposes (11-12.W.2) ELA – Writing History, Text, Types, and Purposes (11-12.WHST.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.8 & 11 -12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 1, 3, 4	
2.6	ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 2 & 4	Reflecting on the inquiry (pp. 464 – 465)

Philosophical Inquiry Standard	Common Core Standard	The College, Career, and Civic Life (C3) Framework for Social Studies Standards	Philosophy for Children Hawai'i (Jackson, 2001)
3.1	ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.7)	C3 - Dimension 1 & 2	
3.2	ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.7)	C3 - Dimension 1 & 2	
3.3	ELA – Reading History, Integration of Knowledge and Ideas (11-12.RH.7 and 11 – 12.RH.9) ELA – Writing History, Text, Types, and Purposes (11-12.WHST.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.7, 11- 12.WHST.8 & 11-12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 - Dimension 3 & 2	
3.4	ELA – Reading History, Integration of Knowledge and Ideas (11-12.RH.7 and 11 – 12.RH.9) ELA – Writing History, Text, Types, and Purposes (11-12.WHST.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.7, 11- 12.WHST.8 & 11-12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 - Dimension 2 & 4	
3.5	ELA – Reading History, Integration of Knowledge and Ideas (11-12.RH.7 and 11 – 12.RH.9) ELA – Writing History, Text, Types, and Purposes (11-12.WHST.1) ELA – Writing History, Research to Build and Present Knowledge 11- 12.WHST.7, 11- 12.WHST.8 & 11-12.WHST.9) ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1)	C3 – Dimension 2 & 4	
3.6		C3 – Dimension 4	
4.1	ELA – Writing, Research to Build and Present Knowledge (11-12.W.9) ELA – Writing History, Research to Build and Present Knowledge (11- 12.WHST.9) ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 3 & 4	
4.2	ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 3 & 4	
4.3	ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 1, 3 & 4	

Philosophical Inquiry Standard	Common Core Standard	The College, Career, and Civic Life (C3) Framework for Social Studies Standards	Philosophy for Children Hawaiʻi (Jackson, 2001)
4.4	ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 1, 3, & 4	
4.5	ELA – Speaking and Listening, Comprehension and Collaboration (11-12.SL.1) ELA – Writing History, Range of Writing (11 -12.WHST.10)	C3 – Dimension 1, 3, & 4	

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