

AGENDA REQUEST FORM
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Meeting Date 01/25/2011	Open Agenda ___ Yes <u> x </u> No	Time Certain Request ___ Yes <u> x </u> No
		Agenda Item Number F-2

TITLE:	High School Philosophy Honors: Ethics Course						
REQUESTED ACTION:	Approve the course for submission to the Florida Department of Education's Course Code Directory.						
SUMMARY EXPLANATION AND BACKGROUND:	The Florida Department of Education requires local School Board approval before a new course is submitted for addition to the Course Code Directory. An additional Level 3 elective will expand course offerings for career majors at the high school level.						
SCHOOL BOARD GOALS:	<u> x </u> • Goal One: Raise achievement of all students to ensure graduation from high school and readiness for post-secondary education. ___ • Goal Two: Improve the health and wellness of students and personnel. ___ • Goal Three: Provide a safe and secure physical and technological environment for all students and employees. ___ • Goal Four: Promote innovation which focuses on best practices and quality efforts that improve our best-in-class position. ___ • Goal Five: Recruit, develop, retain, and recognize high performing and diverse faculty and personnel. ___ • Goal Six: Build strong partnerships with family, business, community and government at the classroom, school, area, and district level. ___ • Goal Seven: Ensure district's leadership as an environmental steward through innovative ecology and energy conservation programs.						
FINANCIAL IMPACT:	There is no financial impact to the District.						
EXHIBITS: (List)	Course Description-High School Philosophy Honors: Ethics Course						
BOARD ACTION: <div style="text-align: center; font-weight: bold; font-size: 1.2em;">APPROVED</div> <small>(For Official School Board Records' Office Only)</small>	SOURCE OF ADDITIONAL INFORMATION: <table style="width: 100%; border: none;"><tr><td style="width: 60%;">Diane Carr</td><td style="width: 40%; text-align: right;">754-321-1850</td></tr><tr><td>Louise Ball</td><td style="text-align: right;">754-321-1873</td></tr></table> <table style="width: 100%; border: none;"><tr><td style="width: 60%; border-top: 1px solid black;">Name</td><td style="width: 40%; border-top: 1px solid black;">Phone</td></tr></table>	Diane Carr	754-321-1850	Louise Ball	754-321-1873	Name	Phone
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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Dr. Leontine J. Butler, Deputy Superintendent

Curriculum *Leontine J. Butler*

Approved in Open Board Meeting on: _____

JAN 25 2011

By: _____

By: [Signature]

School Board Chair

COURSE DESCRIPTION – GRADES 9-12, ADULT

Subject Area: Social Studies

Course Number: To Be Named

Course Title: Philosophy Honors: Ethics

Credit: 1.0

A. Major Concepts/Content. This course replaces #2105350 Ethics for the 21st Century. The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

The content should include, but not be limited to, the following:

- the origin and history of ethics
- metaethics: the meanings of ethical terms, the nature of ethical judgements and the types of ethical arguments
- major ethical philosophers and main types of ethical theory:
 - Revival Virtue Ethics
 - Socrates
 - Plato
 - Aristotle
 - Immanuel Kant
 - John Stuart Mill
 - John Locke
 - Soren Kirkegaard
 - Albert Camus
 - Jean-Paul Sartre
 - Alfred North Whitehead
 - Bertrand Russell
 - John Rawls
 - Stoicism
 - Utilitarianism
 - The Categorical Imperative
 - Natural Law and Contract
 - Existentialism
 - Care Ehtics
- the problems of ethics, including but not limited to:
 - the nature and foundation of ethics
 - the meaning of ethical terms

the source of ethical obligation
conscience and guilt
the nature of human freedom and its responsibilities
the relationship between individual and society
polarities in ethical theory

- ethics and business
- ethics and war/conflict
- Socrates on living the examined life
- Plato's Allegory of the Cave, Theory of Forms, universal archetype of justice, social contract, obligations to the State and other of his dialogues.
- Aristotle on reason, happiness and the life of moderation applied to ethics.
- cultural and value relativism
- character education and the development of a personal ethical philosophy
- student development of oral argumentative skills

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirements may also be addressed by other course requirements as appropriate.

After successfully completing this course the student will:

1. **Reflect on and question the basis of ethics in the context of historical chronology and the historical context.**
2. **Reflect on and question current ethical issues.**
3. **Develop a personal mode of thought and ethics based on critical examination of evidence and argument.**
4. **Formulate rational arguments concerning ethical issues.**
5. **Demonstrate understanding of subjective and ideological biases.**
6. **Use philosophical language clearly, consistently and appropriately.**
7. **Identify and formulate ethical problems philosophically.**
8. **Relate specific texts and authors to the examination of ethical concepts and problems.**

- 9. Construct philosophical arguments and apply critical-thinking and decision-making skills regarding issues of character and ethics.**
- 10. Apply the higher order thinking skills of analysis, synthesis, and evaluation according to Bloom's Taxonomy.**

The following Next Generation Sunshine State Standards apply:

- SS.912.C.1.1 Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2 Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3 Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4 Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5 Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1 Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2 Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4 Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7 Explain why rights have limits and are not absolute.
- SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9 Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10 Monitor current public issues in Florida.
- SS.912.C.2.11 Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12 Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13 Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14 Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

SS.912.C.3.1 Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

SS.912.C.3.2 Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.3.11 Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.13 Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.14 Examine constitutional powers (expressed, implied, concurrent, reserved).

SS.912.C.3.15 Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.1 Explain how the world's nations are governed differently.

SS.912.C.4.2 Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3 Assess human rights policies of the United States and other countries.

SS.912.H.1.4 Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.2.3 Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4 Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.W.2.12 Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

SS.912.W.2.13 Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.2.16 Trace the growth and development of national identity in England, France, and Spain.

SS.912.W.2.17 Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.5 Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

SS.912.W.4.7 Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

SS.912.W.4.8 Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.

SS.912.W.4.9 Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.

SS.912.W.4.10 Identify the major contributions of individuals associated with the Scientific Revolution.

SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.5.2 Identify major causes of the Enlightenment.

SS.912.W.5.3 Summarize the major ideas of Enlightenment philosophers.

SS.912.W.5.5 Analyze the extent to which the Enlightenment impacted the American and French Revolutions.

SS.912.W.6.3 Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

SS.912.W.6.6 Analyze the causes and effects of imperialism.

SS.912.W.7.10 Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.

SS.912.W.8.6 Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.

SS.912.W.8.8 Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

SS.912.W.8.9 Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10 Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.9.1 Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

SS.912.W.9.3 Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.4 Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.7 Describe the impact of and global response to international terrorism.

SS.912.G.1.1 Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.A.3.10 Review different economic and philosophic ideologies.

SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Course Code Directory Additions

Request to Add a New Course Form

Please submit two copies of all forms and attachments as well as the electronic version of the course to : Course Code Directory (Attention: Trinity Colson) Florida Department of Education Office of Articulation 325 West Gaines Street, Suite 1401 Tallahassee, Florida 32399-0400 (850) 245-9543 Email: trinity.colson@fldoe.org		<h1 style="text-align: center;">Course Code Directory Additions</h1> <h2 style="text-align: center;">Request for Adding a New Course</h2>	
DATE: November 5, 2010		SCHOOL DISTRICT: Broward County	
CONTACT NAME/TITLE: Ralph T. Cannizzaro Educator		CONTACT PHONE: 754-323-0350 ext. 3219 school 954-442-3945 home 954-494-0809 cell	
CONTACT MAILING ADDRESS: Ralph Cannizzaro, Educator Cypress Bay High 18600 Vista Park Blvd. Weston, FL 33332		CONTACT EMAIL ADDRESS: Ralph.cannizzaro@browardschools.com	
COURSE TITLE: Philosophy Honors: Ethics		SUBJECT AREA: Social Studies	SUBJECT AREA CATEGORY: Philosophy
GRADE LEVEL: X <input checked="" type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other _____	COURSE LEVEL: <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3	CREDIT: <input type="checkbox"/> .5 <input type="checkbox"/> x 1.0 <input type="checkbox"/> Mult	WILL MEET GRADUATION REQUIREMENTS FOR: Academic Elective
RECOMMENDED CERTIFICATION: Social Studies			

Course Code Directory Additions

Request for Adding a New Course

COURSE DESCRIPTION:	(Please attach a course description for the recommended course that identifies the Major Concepts/Content, Special Notes, and the Course Requirements aligned with the Sunshine State Standards as appropriate.) See example at http://data.fdoe.org/crsCode/912/Social%20Studies/American%20and%20Western%20Hemisphere%20Histories/pdf/2100310.pdf
SCHOOL BOARD APPROVAL:	(Please attach documentation of your School Board approval of this recommended course.)
PLEASE DESCRIBE THE COMPELLING NEED FOR THE NEW COURSE, INCLUDING THE REASON WHY AN EXISTING COURSE WILL NOT SERVE THE NEED. Requests could be supported with data indicating the need for the course. Other considerations should include existing courses that might duplicate content or credits.	<p>This challenging academic course meets the need for academic rigor as demonstrated by the enthusiastic reception of Philosophy at Cypress Bay High School. For the 2008/2009 school year there were 17 sections with over 400 students registered to be taught Philosophy Honors and Philosophy Honors II. Many current and past students have requested additional challenge in this intellectual discipline. While other academically challenging courses are available none specifically addresses the subject matter of the proposed course at the level offered. Academically, this course needs to be an Honors course due to the higher order thinking, advanced reading, in depth writing, and general effort required. In addition, Director Todd Clark of the DOE suggested that this proposed course replace Ethics for the 21st Century 2105350. As that course is limited to 0.5 credit it is not enough time to develop the complexity of philosophical argument required for the disciplined student.</p> <p>It is important to note that the proposed course directly addresses character education by giving the students specific tools with which to analyze, critique and evaluate current ethical issues, and subsequently to formulate their own reasoned opinions on said issues. These tools come from the ethical theories of a wide range of philosophers from classical civilizations to post modern world thought.</p>



Signature of Superintendent or Designee

1/25/11
Date