Of all the major disciplines, philosophy is the least likely to be taught in American primary or secondary schools, either as a core subject or as an elective. For cross-curricular educators interested in the teaching of philosophy as a tool to further develop their students’ skills, as well as their moral educations, it is therefore imperative to find opportunities for philosophical pedagogy within the framework of other disciplines and the demands of both state guidelines and district practices.

For these educators, even the most thorough of online searches offers little in the way of practical resources for philosophical inquiry in other disciplines that is both scalable for multiple student intelligences and applicable for pairing across the broadest possible combination of mentor texts. This presentation will center on a self-created high school philosophy curriculum built around associations with famous superheroes, designed as a complete unit which can be taught either in-sequence or as one or two day lessons across many months, that offers teachers of History and ELA an opportunity for philosophical pedagogy - where their students can learn philosophy through an invitation to notice, imitate, and practice the core skills associated with introductory methods.

The curriculum offers educators shareable resources to use in their non-philosophy classrooms, pairable with hundreds of pre-selected possible texts they already teach as part of curricular or district mandates, as well as both NJSL and Common Core Standards. Presenter is seeking feedback as well as discussion to further refine and share resources with participants.

Shawn Adler. Cliffside Park High School

*Shawn Adler is a high school English and Psychology teacher at Cliffside Park High School in New Jersey. A former professional journalist, he is deeply invested in creating opportunities for ELA students to have an invitation for a moral education and to "become." His mother used to ask him if he’d rather be right or happy and then tell him he gave the wrong answer, making him neither.*