



Philosophy - Unit 2 - Ethics

Unit Focus
<p>The Ethics Unit focuses moral and ethical issues. It seeks to provide students with understandings of the various bases of thinking about what is wrong and right including relativism, objectivism, utilitarianism and religious-based ethical codes. Students will then refine how each ethical mode of thought is most suited toward various aspects of society including politics, economics, and civic responsibility. Students will be confronted with contradictions within ethical frameworks and challenged to deal with them. In a final performance task, students will be asked to construct ethical dilemmas and then rely on their learning to make sound ethical decisions "on their feet."</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921846 Constructing Compelling Questions 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 921857 Dimension 2. Applying Disciplinary Concepts & TOOLS 921858 CIVICS 921867 Participation and Deliberation: Applying Civic Virtues and Democratic Principles 921868 INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings. 921950 Dimension 3. Evaluating Sources & USING EVIDENCE 921955 Developing Claims and Using Evidence 921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS... D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION 921960 Communicating Conclusions 921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO... 	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Philosophers have different understandings of what's ethical based on consequences, virtues, rights, and duties.</p> <p>U2 Philosophers pursue ethical ideas that they think should be applied universally, and this sometimes leads to conflict</p>	<p>Q1 How can we determine right and wrong?</p> <p>Q2 What is virtue?</p> <p>Q3 How do we understand and resolve ethical contradictions?</p> <p>Q4 Why are some ethical principles universal?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Various approaches to ethical decision making (utilitarian, rights, virtue, duty)</p> <p>K2 Classic ethical dilemmas in philosophy (ex. Trolley problem)</p>	<p>S1 Identifying ethical dilemmas and stakeholders affected</p> <p>S2 Applying ethical approaches to both hypothetical and real ethical dilemmas</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
921969 Taking Informed Action
921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Student Growth and Development 21st Century Capacities Matrix

Self-Direction

- Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal.

Global Thinking

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.

K3 Stages of moral development

S3 Respectfully sharing and debating conflicting approaches to resolving ethical dilemmas