

**Randolph Township Schools
Randolph High School**

Introduction to Ethics – Honors

Educating the mind without educating the heart is no education at all.

-Aristotle

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**Randolph Township Schools
Department of Social Studies
Introduction to Ethics – Honors**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
Introduction to Ethics – Honors**

Introduction

As an honors course, Introduction to Ethics Honors is open to all students grades 9-12 who have demonstrated an ability to think, write, and perform at a level consistent with honors courses in the core sequence. This semester survey course in Ethics will provide for a valuable learning experience equivalent to that obtained in an introductory college Ethical Studies course. Students will be able to synthesize classical questions in ethics through the works of traditional and contemporary authors, evaluate moral theories, and analyze how moral and political ethics relate to questions of public importance. These goals will be achieved through instruction and assignments as diverse as reading, writing, speaking, listening, and studying about primary philosophical texts. Discussion and debate will also be incorporated and encouraged. The course will include a study of history, popular culture, and current events through an ethical lens and the application of ethics in various other professional and public contexts.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Introduction to Ethics – Honors

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Introduction to Ethics
4 weeks	II	Normative Ethics
4 weeks	III	Metaethics
8 weeks	IV	Applied Ethics

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Introduction to Ethics – Honors

UNIT I: Introduction to Ethics

<p>TRANSFER: Students will justify the study of ethics as a field and determine whether education in ethics should be compulsory.</p>		
<p>GOALS:</p> <p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.15.a - Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crisis.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>Ethics involves systematizing, defending, and recommending concepts of acceptable behavior.</p>	<ul style="list-style-type: none"> • Is it possible to find an ethical system that applies to all members of society?
	<p>The major branches of ethics include normative ethics, metaethics, and applied ethics.</p>	<ul style="list-style-type: none"> • How can one act in a “good” or “bad” way? • What does it mean to be “good” or “bad?” • How should questions of morality best be approached?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Ethical standards are principles by which we judge whether a moral action is right or wrong.</p> <p>Personal reflection and questioning are necessary to study ethics.</p> <p>Metaethics is the study of where ethical notions came from and what they mean. In particular, whether there is an ethical system independent of our own opinions that could be applied to any situation at any time or place.</p>	<p>Students will be able to:</p> <p>Determine the morality of actions.</p> <p>Reflect on a variety of ethical questions and moral quandaries and discuss thought processes, either through writing or speaking.</p> <p>Analyze the concept that morality exists independently of humans.</p>

<p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p>	<p>Normative ethics is the search for a principle (or principles) that guide or regulate human conduct – that tell us what is right or wrong. Normative ethics is the attempt to find a single test or criterion for what constitutes moral behavior – and what does not.</p> <p>Applied ethics is the study of specific problems or issues with the use or application of moral ideas investigated in normative ethics and based on the lessons of metaethics. Applied ethics may coincide with political or social questions and involve a moral dimension.</p> <p>VOCABULARY & KEY TERMS: normative ethics, metaethics, applied ethics, Kohlberg’s stages of moral development, relativism, deontology, utilitarianism, morality, ethical absolutism, ethical relativism, consequentialist theory, non-consequentialist theory, divine command theory, categorical imperative, Buddhism, excusability, fatalism, ethical egoism, hedonism, consequentialism, virtue ethics, moral realism, moral antirealism, descriptive ethics, justice, divine command theory, theological voluntarism, ethical naturalism, ethical non-naturalism, ethical subjectivism, non-cognitivism, moral skepticism, divine command theory, error theory, emotivism, quasi-realism, universal prescriptivism, scientific determinism, biological determinism, historical determinism, economic determinism, psychological determinism, behaviorism, interdeterminism</p>	<p>Evaluate Aristotle’s “Golden Rule.”</p> <p>Assess to what or to whom ethics apply.</p>
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning in a formative and summative manner by:</p> <ul style="list-style-type: none"> • Researching key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course; presenting to the class in the form of a student-led discussion. • Discussing key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course. 		

- Writing reflectively about key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course in the form of a bullet and dialectical journal.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will defend the importance and necessity of ethics as an academic course by creating their own ethical questions and problems, either based in another academic discipline, current events, or their own real-world experiences.
- Students will continually self-assess their own ethical beliefs and understanding of ethics through the use of a reflective checklist.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics – Honors
Unit I: Introduction to Ethics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>2 Weeks</p>	<p>Foundations of Ethical Philosophy</p> <p>Branches of Ethics</p> <p>Normative Ethics</p> <p>Metaethics</p> <p>Applied Ethics</p>	<p>Crain, William C. <i>Theories of Development</i>. Prentice-Hall, 1985.</p> <p>The Ethicist. <i>The New York Times</i>.</p> <p>Gilligan, Carol. <i>In a Different Voice</i>. Cambridge: Harvard University Press, 1982.</p> <p>Harman, Gilbert. <i>The Nature of Morality: An Introduction to Ethics</i>. Oxford University Press, 1977.</p> <p>Nicomachean Ethics (& Eudaemian Ethics). N 1, 3, 5, 6; for the Nicomachean translation by Irwin, Hackett with useful glossary; also Ross Oxford translation; for Eudaemian Clarendon Aristotle translation with commentary by Woods.</p> <p>Russel, Bertrand. <i>The History of Western Philosophy</i>. Simon & Schuster/Touchstone, 1967.</p> <p>Shafer-Landau, Russ. <i>The Ethical Life: Fundamental Readings in Ethics and Moral Problems</i>. Oxford University Press, 2009.</p> <p>Singer, Peter. <i>Ethics</i>. Oxford University Press, 1994.</p> <p>Velasquez, Manuel G. <i>Philosophy: A Text with Readings</i>. Boston: Cengage Learning, 2017.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics - Honors
UNIT II: Normative Ethics

TRANSFER: Students will weigh major theories that look at deciding what is ethical and moral. They will advocate for a particular perspective using reasoning and real-world examples.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.15.a - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during</p>	The normative branch of ethics is concerned with the criteria and formulation of rules regarding what is morally right and wrong.	<ul style="list-style-type: none"> • How can one act in a “good” or “bad” way?
	Virtue ethics emphasizes virtues and moral character traits, with a focus on “being” rather than “doing”.	<ul style="list-style-type: none"> • What virtues and traits make a morally good person in today’s society?
	Deontology applies rules, duties, and obligations to a choice to determine its morality.	<ul style="list-style-type: none"> • If doing something is not possible for everyone else, is it a moral action?
	Consequentialism defines morality based only on the consequences and/or motives behind an action.	<ul style="list-style-type: none"> • Do the ends justify the means?
	Care ethics, developed in reaction to ethical systems that devalue feminine experience, focus on relationships and care of others as primary virtues.	<ul style="list-style-type: none"> • How does our interpretation of morality change when applied to different genders?
	KNOWLEDGE	SKILLS
<p>Students will know:</p> <p>Virtues and character traits define the ethical foundations of virtue ethics, a perspective first developed by Aristotle.</p> <p>Deontology deals with choices and actions, and whether they are morally required, prohibited, or permitted.</p>	<p>Students will be able to:</p> <p>List and verbally advocate for traits and virtues they believe to be the most important for good moral character.</p> <p>Determine what rules ought to be established or followed to determine morality.</p>	

<p>international natural disasters and times of crisis.</p> <p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p>	<p>Immanuel Kant’s categorical imperative dictates that an action is good only if it is universalized – that is, that everyone can and should do it.</p> <p>Consequentialist theory is concerned with measuring morality based on the consequences or motivations of an action.</p> <p>Egoism is concerned only with personal consequences, and judges morality based on self-interest.</p> <p>Utilitarianism, developed by Jeremy Bentham and John Stuart Mill, promotes the best interests of everyone as a moral standard – doing the greatest good for the greatest number.</p> <p>Philosophers Carol Gilligan and Nel Noddings have noted that men and women approach ethics differently, and that male-dominated ethical frameworks often downplay principles such as care and relationships.</p> <p>VOCABULARY & KEY TERMS: normative ethics, metaethics, applied ethics, Kohlberg’s stages of moral development, relativism, deontology, utilitarianism, morality, ethical absolutism, ethical relativism, consequentialist theory, non-consequentialist theory, divine command theory, categorical imperative, Buddhism, excusability, fatalism, ethical egoism, hedonism, consequentialism, virtue ethics, moral realism, moral antirealism, descriptive ethics, justice, divine command theory, theological voluntarism, ethical naturalism, ethical non-naturalism, ethical subjectivism,</p>	<p>Propose written scenarios that they have personally encountered that either fulfill the categorical imperative or do not, and explain why.</p> <p>Analyze the actions of major figures in history and, knowing many of the consequences of their actions, judge the morality of their decisions.</p> <p>Describe a society or a life that follows only egoistic or hedonistic principles, in writing or verbally.</p> <p>Apply utilitarianism to modern social issues like LGBT+ rights, reproductive health, and bigotry via debate and argumentation.</p> <p>Contrast care ethics with the traditional ethics covered so far, indicating where traditional authors fail to take the female experience into account.</p>
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	non-cognitivism, moral skepticism, divine command theory, error theory, emotivism, quasi-realism, universal prescriptivism, scientific determinism, biological determinism, historical determinism, economic determinism, psychological determinism, behaviorism, interdeterminism	
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning in a formative and summative manner by:</p> <ul style="list-style-type: none"> • Researching key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course; presenting these ideas in the form of small group presentations incorporating current events related to ethics. • Discussing key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course. • Writing reflectively about key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course in the form of a bullet and dialectical journal. • Comparing different ethical frameworks from significant philosophers (i.e., Gilligan, Noddings, Kant) through presentation and writing. • Identifying tenets of morality based on personal reflection and introspection of ethical philosophy; documenting these through the use of a blog or wiki. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will research a major ethical framework that interests them and advocate for others to adopt it. • Students will continually self-assess their own ethical beliefs and understanding of ethics through the use of a reflective checklist. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics – Honors
Unit II: Normative Ethics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p style="text-align: center;">Introduction to Normative Ethics</p> <p>Virtue Ethics Aristotle</p> <p>Deontology Immanuel Kant</p> <p>Consequentialism Utilitarianism Egoism</p> <p>Care Ethics Carol Gilligan Nel Noddings</p>	<p>Crain, William C. <i>Theories of Development</i>. Prentice-Hall, 1985.</p> <p>The Ethicist. <i>The New York Times</i>.</p> <p>Gilligan, Carol. <i>In a Different Voice</i>. Cambridge: Harvard University Press, 1982.</p> <p>Harman, Gilbert. <i>The Nature of Morality: An Introduction to Ethics</i>. Oxford University Press, 1977.</p> <p>Nicomachean Ethics (& Eudaemian Ethics). N 1, 3, 5, 6; for the Nicomachean translation by Irwin, Hackett with useful glossary; also Ross Oxford translation; for Eudaemian Clarendon Aristotle translation with commentary by Woods.</p> <p>Russel, Bertrand. <i>The History of Western Philosophy</i>. Simon & Schuster/Touchstone, 1967.</p> <p>Shafer-Landau, Russ. <i>The Ethical Life: Fundamental Readings in Ethics and Moral Problems</i>. Oxford University Press, 2009.</p> <p>Singer, Peter. <i>Ethics</i>. Oxford University Press, 1994.</p> <p>Velasquez, Manuel G. <i>Philosophy: A Text with Readings</i>. Boston: Cengage Learning, 2017.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT

Introduction to Ethics – Honors

Unit III: Metaethics

TRANSFER: Students will debate whether ethical and moral standards are universal or relative to context.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.	Ethics, or “moral philosophy,” is a branch of philosophy that addresses questions about morality – that is, concepts such as good and evil, right and wrong, virtue and vice, and justice.	<ul style="list-style-type: none"> • Are there moral absolutes in life?
6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.	Metaethics deals with the nature of and seeks to understand ethical properties, statements, attitudes, and judgements.	<ul style="list-style-type: none"> • How can moral judgements be defined? • How can it be shown that a system is moral?
6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.	Metaphysical issues in metaethics deals with the difference between relativism and objectivism.	<ul style="list-style-type: none"> • How may moral judgements be supported or defended? • Does a moral judgement apply everywhere, and at all times?
6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	Divine command theory, and other absolutes, have continued to shape moral and legal systems in the modern world.	<ul style="list-style-type: none"> • Is there a universal moral principle?
6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.	Moral skepticism is the theory that no-one has any moral knowledge.	<ul style="list-style-type: none"> • Is it possible to justify whether moral claims are true?
6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.	Moral nihilism – or error theory – is the view that ethical claims are generally false. It holds that there are no objective moral facts or true propositions.	<ul style="list-style-type: none"> • Can ethics be defined by one set of moral codes and standards? • Should there be one set of moral codes and standards?
6.1.12.B.15.a - Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crisis.	KNOWLEDGE	<ul style="list-style-type: none"> • SKILLS
	Students will know:	Students will be able to:

<p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p>	<p>Metaethics is the study of where ethical notions came from and what they mean. In particular, whether there is an ethical system independent of our own opinions that could be applied to any situation at any time or place.</p> <p>Metaethics is one of the three branches of ethics generally recognized by philosophers, the others being ethical theory and applied ethics.</p> <p>Absolutism is the acceptance of or belief in absolute principles in political, philosophical, ethical, or theological matters.</p> <p>Relativism is the doctrine that knowledge, truth, and morality exist in relation to culture, society, or historical context, and are not absolute.</p> <p>Divine command theory (also known as theological voluntarism) is a theory that proposes that an action's status as morally good is equivalent to whether it is commanded by a religious deity.</p> <p>Moral skepticism is the metaethical theory that asserts that no person has any moral knowledge and that no person can ever determine the validity of moral claims.</p> <p>There are a variety of different theories that both assign value to and disregard moral truths or values. Some include, but are not limited to, ethical subjectivism, moral relativism, and nihilism.</p> <p>Certain philosophers have contributed to the accepted constructs of ethics.</p>	<p>Analyze the meaning of moral terms and judgements.</p> <p>Critically examine any ethical system or code, verbally with partners or small groups.</p> <p>Assess the validity of moral absolutism via debate and/or discussion.</p> <p>Assess the validity of truth relativism and cultural relativism in a writing assignment.</p> <p>Examine different religious interpretations of the divine command theory, and assess the impact on that society's determination of morality.</p> <p>Assess a variety of metaethical theories and their impact on morality; examine the motivations behind each claim.</p> <p>Determine the moral theory of truth for their personal value criterion, using other students as a sounding board.</p> <p>Research authors of major constructs in ethics and their work.</p>
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	<p>VOCABULARY & KEY TERMS: normative ethics, metaethics, applied ethics, Kohlberg’s stages of moral development, relativism, deontology, utilitarianism, morality, ethical absolutism, ethical relativism, consequentialist theory, non-consequentialist theory, divine command theory, categorical imperative, Buddhism, excusability, fatalism, ethical egoism, hedonism, consequentialism, virtue ethics, moral realism, moral antirealism, descriptive ethics, justice, divine command theory, theological voluntarism, ethical naturalism, ethical non-naturalism, ethical subjectivism, non-cognitivism, moral skepticism, divine command theory, error theory, emotivism, quasi-realism, universal prescriptivism, scientific determinism, biological determinism, historical determinism, economic determinism, psychological determinism, behaviorism, interdeterminism</p>	
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning in a formative and summative manner by:</p> <ul style="list-style-type: none"> • Researching key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course; presenting an understanding of research in the form of Socratic Seminar. • Discussing key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course. • Writing reflectively about key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course in the form of a bullet and dialectical journal. • Analyzing the different theories of metaethics in a collaborative manner to determine the theorists that closely align with their personal belief system; writing a letter to the chosen theorist. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will debate (formally or informally) whether ethics and morals should be considered universal to all people, places, and times, or relative to specific contexts. • Students will continually self-assess their own ethical beliefs and understanding of ethics through the use of a reflective checklist. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics – Honors
Unit III: Metaethics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Foundations of Metaethics</p> <p>Semantic Theories</p> <ul style="list-style-type: none"> ○ Cognitivist Theories ○ Moral Realism ○ Moral Antirealism ○ Non-cognitivist Theories <p>Centralism and Non-centralism</p> <ul style="list-style-type: none"> ○ “thin” and “thick” concepts of morality <p>Substantial Theories</p> <ul style="list-style-type: none"> ○ Moral universalism ○ Value Monism/Pluralism/Relativism ○ Moral Nihilism <p>Justification Theories</p> <ul style="list-style-type: none"> ○ Empiricism ○ Moral Rationalism ○ Ethical Intuitionism ○ Moral Skepticism 	<p>Crain, William C. <i>Theories of Development</i>. Prentice-Hall, 1985.</p> <p>The Ethicist. <i>The New York Times</i>.</p> <p>Gilligan, Carol. <i>In a Different Voice</i>. Cambridge: Harvard University Press, 1982.</p> <p>Harman, Gilbert. <i>The Nature of Morality: An Introduction to Ethics</i>. Oxford University Press, 1977.</p> <p>Nicomachean Ethics (& Eudaemian Ethics). N 1, 3, 5, 6; for the Nicomachean translation by Irwin, Hackett with useful glossary; also Ross Oxford translation; for Eudaemian Clarendon Aristotle translation with commentary by Woods.</p> <p>Russel, Bertrand. <i>The History of Western Philosophy</i>. Simon & Schuster/Touchstone, 1967.</p> <p>Shafer-Landau, Russ. <i>The Ethical Life: Fundamental Readings in Ethics and Moral Problems</i>. Oxford University Press, 2009.</p> <p>Singer, Peter. <i>Ethics</i>. Oxford University Press, 1994.</p>

		Velasquez, Manuel G. <i>Philosophy: A Text with Readings</i> . Boston: Cengage Learning, 2017.
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics - Honors
UNIT IV: Applied Ethics

TRANSFER: Students will apply ethical principles to questions in a variety of fields of study, including politics, science, and business.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.14.c - Assess the merit and effectiveness of legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.15.a - Evaluate the effectiveness of the U.S. government's efforts to provide humanitarian assistance during natural disasters and times of crisis.</p>	Applied ethics is the branch of ethics concerned with the analysis of moral issues in private and public life.	<ul style="list-style-type: none"> • What ethical responsibilities do humans have to one another?
	Business ethics are moral principles that guide the way a business, professionals, and/or corporate entities should behave.	<ul style="list-style-type: none"> • Is capitalism ethical? • What duties do professionals have to those they serve?
	Political ethics are the practice of making moral judgements about political action and political agents.	<ul style="list-style-type: none"> • What duties do public servants have to those they serve?
	Bioethics are the ethics of medical and biological issues, and most commonly deals with biological research, medical care, and the nature of biological life itself.	<ul style="list-style-type: none"> • What is a person? • How should ethics apply to non-human animals?
	Social ethics is the belief that individuals are accountable for fulfilling their civic duty, and that the actions of an individual should benefit the whole of society.	<ul style="list-style-type: none"> • What is justice? • Is there an ethical difference between public and private actions?
	KNOWLEDGE	SKILLS
Students will know:	Students will be able to:	
Ethical issues in the world of business include the duties, responsibilities, and relationships between a business entity and their suppliers, customers, and neighbors, as well as	Extensively research specific case studies of corporate responsibility and citizenship and develop written hypotheticals that raise similar issues within business ethics. Present case	

<p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b - Analyze government efforts to address intellectual property rights, privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.B.16.a - Explain why natural resources continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.2.12.A.5.e - Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p>	<p>their responsibilities to their shareholders and other corporate entities.</p> <p>Professionals in fields such as engineering, law, or journalism with specialized knowledge and skills exercise ethics in using, applying, and making judgements within their area of expertise.</p> <p>Political ethics largely deal with two ethical systems: the ethics of office that public officials exercise and the ethics of policy that considers policies and laws themselves.</p> <p>Bioethicists are concerned with the ethical questions that arise in the relationships among life sciences, biotechnology, medicine, politics, law, and philosophy.</p> <p>Philosophers focusing on social ethics believe that there must be a balance between economic growth and the welfare of society and the environment.</p> <p>KEY TERMS & VOCABULARY: applied ethics, business ethics, professional ethics, corporate responsibility, deception, capitalism, agency, political ethics, bioethics, abortion, euthanasia, personhood, environmental ethics, social ethics, distributive justice, hate speech, obscenity</p>	<p>studies and engage in ethical discussions regarding the studies, found in constantly evolving media.</p> <p>Explore the Hippocratic oath and other professional codes, and evaluate questions of their necessity, effectiveness, and real-world adherence.</p> <p>Trace the development of political philosophy and its impact on ethical systems.</p> <p>Discuss and/or debate current questions and controversies in bioethics, including such topics as genetic engineering, abortion, and euthanasia.</p> <p>Determine the balance between economic growth, societal welfare, and environmental concerns for an optimal civilization.</p>
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning in a formative and summative manner by:</p> <ul style="list-style-type: none"> • Researching key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course; presenting these ideas in the form of a newspaper editorial to peer review and assess. • Discussing key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course; preparing a visual to represent one central idea. 		

- Writing reflectively about key ideas central to the study of ethics to demonstrate an understanding of the foundation of the course in the form of a bullet and dialectical journal. Assessing ethical theories and applying them to real world scenarios.
- Discussing conclusions based upon ethical frameworks and current events.

KEY LEARNING EVENTS AND INSTRUCTION:

- Creation and discussion of hypothetical and real-world scenarios based on student interest and current events.
- Students will continually self-assess their own ethical beliefs and understanding of ethics through the use of a reflective checklist.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Introduction to Ethics - Honors
Unit IV: Applied Ethics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
8 Weeks	Business and Professional Ethics Political Ethics Bioethics Social Ethics	<p>Crain, William C. <i>Theories of Development</i>. Prentice-Hall, 1985.</p> <p>The Ethicist. <i>The New York Times</i>.</p> <p>Gilligan, Carol. <i>In a Different Voice</i>. Cambridge: Harvard University Press, 1982.</p> <p>Harman, Gilbert. <i>The Nature of Morality: An Introduction to Ethics</i>. Oxford University Press, 1977.</p> <p>Nicomachean Ethics (& Eudaemian Ethics). N 1, 3, 5, 6; for the Nicomachean translation by Irwin, Hackett with useful glossary; also Ross Oxford translation; for Eudaemian Clarendon Aristotle translation with commentary by Woods.</p> <p>Russel, Bertrand. <i>The History of Western Philosophy</i>. Simon & Schuster/Touchstone, 1967.</p> <p>Shafer-Landau, Russ. <i>The Ethical Life: Fundamental Readings in Ethics and Moral Problems</i>. Oxford University Press, 2009.</p> <p>Singer, Peter. <i>Ethics</i>. Oxford University Press, 1994.</p> <p>Velasquez, Manuel G. <i>Philosophy: A Text with Readings</i>. Boston: Cengage Learning, 2017.</p>

APPENDIX A

http://www.bbc.co.uk/ethics/introduction/intro_1.shtml

<https://www.nytimes.com/column/the-ethicist>

<https://www.nytimes.com/editorial-standards/ethical-journalism.html>

<http://www.nytimes.com/learning/teachers/studentactivity/20090417ys.pdf>

<https://ethicseducationforchildren.org/en/>

<https://www.springer.com/philosophy/ethics+and+moral+philosophy/journal/40889>

<http://journals.sagepub.com/doi/abs/10.1177/019263657505939113?journalCode=buld>

<https://www.socialstudies.org/publications/socialeducation/march2009/teaching-ethics-to-high-school-students-virtue-meets-economics->

<http://www.nea.org/tools/lessons/63542.htm>

<https://educators.brainpop.com/lesson-plan/ethics-lesson-plan/>

<http://www.pbs.org/wnet/religionandethics/for-educators/educators-high-school-lesson-plans/>

<https://www.carnegiecouncil.org/education/002>

<http://bizkids.com/lesson/lesson-117>