



# Course Overview

High School | Bioethics - Last Updated on April 4, 2025

## DESCRIPTION

### K-12 Content Area | Mission & Philosophy Statement

- Young people are born investigators, with natural curiosities about the physical, biological, and social worlds they experience. Anchoring science learning in real-world phenomena connects curiosities to core conceptual understandings.
- Students actively construct understanding through inquiry, experimentation, and analysis to develop science and engineering practices such as asking questions, planning and carrying out investigations, and constructing explanations.
- Integration of crosscutting concepts such as patterns, cause and effect, and systems thinking promote interdisciplinary understanding and sense-making of the natural world.
- Science learning occurs alongside other disciplines to foster holistic understanding and application of knowledge.

### Course Description

In today's world, it is becoming increasingly difficult to separate ethical values from biological facts. It is also becoming increasingly clear that human survival may well depend on ethics based on biological knowledge and a realistic understanding of ecology in the broadest sense. Bioethics examines this relationship between human values and morals in a living environment. The course is designed to help students acquire the knowledge of how to use knowledge in developing and acting upon their own biological ethic. Bioethics, as a course, combines current events, case studies, ecological principles and environmental interaction to increase each student's awareness of themselves and their world. The examination and debate of real-life situations is used to develop observational and analytical skills and to assist the student in making bioethically-related decisions during their lifetime.

## STANDARDS

### Pennsylvania - Grade 12 - Environment and Ecology

4.3.12.A

4.5.12.B

### Pennsylvania - Grade 12 - Science and Technology and Engineering

3.1.12.A1

3.1.12.A2

3.1.12.A4

3.1.12.A5

3.1.12.A6

3.1.12.A7

3.1.12.A8

3.1.12.A9

3.1.12.B1

3.1.12.B2

3.1.12.B3

3.1.12.B4

3.1.12.B6

3.1.12.B5

3.3.12.A1

3.3.12.A2

3.3.12.A3

3.3.12.A4

3.3.12.A5

3.3.12.A6

3.3.12.A7

3.3.12.A8

3.4.12.B1

3.4.12.B2



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## COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Academic Standards for Science and Technology and Engineering Education, and the Pennsylvania Core Standards for Environment and Ecology.

## ASSESSMENT TYPES

The following assessment types will be used during the course:

- Curriculum-based measures
- Benchmark Assessments
- Formative Assessments
- Summative Assessments
- Performance-Based Assessments

## SUGGESTED METHODS OF INSTRUCTION

A science program demands the use of a variety of instructional strategies to foster scientific thinking. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in the *Framework for Teaching* by Charlotte Danielson
- Hands-on learning
- Posing questions for investigation
- Cooperative learning and collaboration
- Inquiry, engineering, and design

## RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
	<ul style="list-style-type: none"> <li>• Teacher Created Resources</li> <li>• District approved supplemental resources and labs</li> </ul>	