

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Introduction to Ethics

Board Approval Date: January 9th, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Social Sciences
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (g) College-preparatory elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

The Introduction to Ethics course is a study of ethical theories and how we determine what is right vs. wrong. The course will cover meta-ethics: the study of the nature, scope, and meaning of moral judgment, normative ethics: the branch of moral philosophy concerned with the criteria of what is right and wrong, and applied ethics: the application of ethics to real-world problems. Students will develop their critical thinking, moral reasoning, and ability to analyze and evaluate claims. In this course, we will survey readings in ethics and moral philosophy to better understand the different perspectives on how moral decisions can be made. We will investigate topics including ethical relativism vs. absolutism, deontology, utilitarianism, virtue ethics, ethics of care, thought exercises, trolley problems, and applied ethics related to real world fields such as business, the environment, and the biomedical field.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Metaethics and Moral Philosophy	What is the nature of ethical knowledge? Why be moral? Are ethical values independent from human beings or are they a product of human thought? Do moral truths exist? Are moral principles universal?	warm-up discussions group discussion/debate and reflection vocabulary/terminology quizzes video reflections/responses (Crash Course Philosophy)	Socratic seminar/Debate about Ethics being a human creation vs. being a universal concept that exists outside of humans and Reflection
Unit 1 Essential Standards: Historical and Social Science Analysis Skills Chronological and Spatial Thinking Historical Research, Evidence and Point of View 1. Students distinguish valid arguments from fallacious arguments 2. Students identify bias and prejudice 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations			
2. Normative ethical theories: exploring right and wrong	How do we know whether we are doing the right thing? How does ethics of today build on ethics of the past? What influence do individual, social, or technological factors have on ethics?	warm-up discussions group discussion/debate and reflection vocabulary/terminology quizzes video reflections/responses (Crash Course Philosophy)	Normative ethical theory group research and presentation
Unit 2 Essential Standards: Historical and Social Science Analysis Skills Chronological and Spatial Thinking			

Historical Research, Evidence and Point of View

- 1. Students distinguish valid arguments from fallacious arguments
- 2. Students identify bias and prejudice
- 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations
- 10.1. Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
 - 1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 - 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured
 - 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

<p>3. Self reflection: Where does your ethical code come from?</p>	<p>How did you gain your own sense of right and wrong? Is this sense of right and wrong linked to any community to which you belong - locally, nationally, or internationally? Are moral decisions culturally influenced?</p>	<p>warm-up discussions group discussion/debate and written reflection value sort activity defend your stance re: trolley problem (supporting a claim)</p>	<p>Self-Assessment of personal moral/ethical code and Reflective Essay</p>
---	---	---	--

Unit 3 Essential Standards:

Historical and Social Science Analysis Skills

Chronological and Spatial Thinking

Historical Research, Evidence and Point of View

- 1. Students distinguish valid arguments from fallacious arguments
- 2. Students identify bias and prejudice
- 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

<p>4. Applied ethics and ethical dilemmas</p>	<p>How do we apply ethical thinking to particular topics under social debate? How do we apply ethical thinking to conduct in particular professional fields? Are there fundamental moral principles that apply in all situations?</p>	<p>warm-up discussions group discussion/debate and written reflection thin slides (collaborative Google slides to research and share info)</p>	<p>Ethical dilemma chosen from one area of applied ethics: research/presentation/discussion/reflection</p>
--	---	--	--

Unit 4 Essential Standards:

Historical and Social Science Analysis Skills

Chronological and Spatial Thinking

Historical Research, Evidence and Point of View

1. Students distinguish valid arguments from fallacious arguments
2. Students identify bias and prejudice
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter14.pdf>

(electives in the Social Sciences - although Ethics is not specifically listed, nor is Philosophy, but Ethics and Philosophy does fall under the humanities portion of the Social Sciences)

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

[National Curriculum Standards for Social Studies: Introduction](#)

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

https://drive.google.com/file/d/1Mu2DK_hoPGRb7ofiPSwW8A42g1IZnVD0/view?usp=drive_link

(pgs. 18-20 for Ethics section)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Text will be Board Approved with approval of this outline</i>		<i>Living Ethics: An Introduction with Readings</i>	Rus Shafer-Landau	Oxford University Press	3rd	5/23/2024
<i>Text will be Board Approved with approval of this outline</i>		<i>Introduction to Ethics: A Reader (Elements of Philosophy)</i>	Andrew J. Dell’Olio and Caroline J. Simon	Rowman & Littlefield Publishers		6/16/2010