



## Philosophy - Unit 2 - Ethics

### Unit Focus

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".

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>C3 Framework for Social Studies State Standards</b> <i>Social Studies: 10</i> 921845 <i>Dimension 1. Developing Questions &amp; PLANNING INQUIRIES</i> 921846 <i>Constructing Compelling Questions</i> 921847 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i> <ul style="list-style-type: none"> <li>• 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.</li> </ul> 921857 <i>Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i> 921858 <i>CIVICS</i> 921867 <i>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</i> 921868 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> <li>• D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.</li> </ul> 921950 <i>Dimension 3. Evaluating Sources &amp; USING EVIDENCE</i> 921955 <i>Developing Claims and Using Evidence</i> 921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> <li>• 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.</li> </ul> 921959 <i>Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION</i> 921960 <i>Communicating Conclusions</i> 921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> <ul style="list-style-type: none"> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent</li> </ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. <b>T2</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Philosophers have different understandings of what's ethical based on consequences, virtues, rights, and duties. <b>U2</b> Philosophers pursue ethical ideas that they think should be applied universally, and this sometimes leads to conflict	<i>Students will keep considering...</i> <b>Q1</b> How can we determine right and wrong? <b>Q2</b> What is virtue? <b>Q3</b> How do we understand and resolve ethical contradictions? <b>Q4</b> Why are some ethical principles universal?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> Various approaches to ethical decision making (utilitarian, rights, virtue, duty) <b>K2</b> Classic ethical dilemmas in philosophy (ex. Trolley problem) <b>K3</b> Stages of moral development	<i>Students will be skilled at...</i> <b>S1</b> Identifying ethical dilemmas and stakeholders affected <b>S2</b> Applying ethical approaches to both hypothetical and real ethical dilemmas

## Stage 1: Desired Results - Key Understandings

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.

### **Madison Public Schools Profile of a Graduate**

- Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

**S3** Respectfully sharing and debating conflicting approaches to resolving ethical dilemmas