

07_Ethical Choice Topics: Including but not limited to Misogyny, Drugs, Criminal Justice Reform, Racism, Etc.

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **3-4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Ethics CP

In Ethics CP, students will learn about various ethical dilemmas facing citizens in this global society. Topics covered in this class include moral stages of development, domestic abuse, cheating, standards of beauty, and the right to die. Students will learn to think critically about these topics and analyze how they impact society as a whole.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective(s):

- Students will learn the ethical issues within their chosen research topic
- Students will learn what it means to promote and value diversity and cultural understanding
- Students will learn what it means to be an active, informed citizen
- Students will learn the challenges of living in an interconnected world

Essential Question(s):

- How do individuals become active, informed citizens?
- What are the challenges of living in an interconnected world?
- What are the ethical issues of my chosen research topic?
- How do individuals promote and value cultural understanding and diversity?

Enduring Understanding(s):

- Students will understand that they need to be active, informed citizens
- Students will understand that it is important to value diversity and promote cultural

understanding

- Students will understand the challenges of living in an interconnected world
- Students will understand the ethical issues surrounding the issue that they have chosen

CONTENT AREA STANDARDS

SOC.6.1.12.CivicsPR.16.a	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.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals,

	ideas, or events interact and develop over the course of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- There are ethical questions that arise in many different issues in society
- Being an informed and active citizen is important in a democratic society
- It is important to understand and value diversity
- There are unique ethical challenges with living in an interconnected world

Procedural Knowledge

Students will be able to:

- Research a particular ethical issue
- Determine what ethical challenges various issues face
- Examine what it means to be an informed and active citizen in a democracy
- Determine the ways individuals can value and promote diversity and cultural understanding
- Evaluate the challenges of an interconnected world

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

Benchmark Assessments

Formative Assessments

For this unit, formative assessments can/will include:

- Reading assignment checks
- Benchmark assignments for the research project

Summative Assessments

For this unit, summative assessments can/will include:

- The final research project
- 1 page responses to research

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

- <https://owl.english.purdue.edu/owl/resource/747/01/>
- Google Slides
- Prezi
- Google Scholar
- News articles approved by the teacher
- Scholarly journal articles

INTERDISCIPLINARY CONNECTIONS

Technology/Multimedia

Video case studies

Audio/visual media analysis

Research based writing

Google

Media literacy

Educational tech applications

Math

Financial/Economic/Business/Entrepreneurial Literacy

English Language Arts

Speech/Debate

Informational writing

Career Readiness

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Literary responses (critical)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.