

# 02\_An investigation into morality: Right to Die, How far do you go to save a life

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **2-3 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 understand how to differentiate between morals and ethics
- Students will determine how to make ethical decisions
- Students will understand how to make responsible, informed decisions
- Students will understand the debate over a person's right to end their life

### **Essential Question(s):**

- What is the difference between morals and ethics?
- How do individuals make informed and responsible decisions?
- How do individuals accept responsibility for their actions?
- Should people have the right to decide to end their lives?

### **Enduring Understanding(s):**

- Students will understand the difference between moral and ethical decisions
- Students will understand the process of informed and responsible decision making
- Students will understand accepting responsibility for their actions
- Students will understand there is an ongoing debate over people's right to end their life

## **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.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

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

---

	There are actions an individual can take to help make this world a better place.
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.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.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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
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.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
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 is a difference between morals and ethics
- There is a way to make responsible, informed decisions about hard issues
- There is an ongoing debate about the rights of people to end their lives

### **Procedural Knowledge**

---

**Students will be able to:**

- Examine the difference between morals and ethics
- Determine the process for making informed, responsible decisions
- Evaluate the debate on a person's right to end their lives
- Choose a position in the debate over the right to end one's life and make an argument

## **EVIDENCE OF LEARNING**

---

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

### **Alternate Assessments**

---

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice

- Modified Rubrics
- Performance Based Assessments

### **Benchmark Assessments**

---

- Benchmark Assessments using Pear Assessments three times per year

### **Formative Assessments**

---

**For this unit, formative assessments can/will include:**

- Video response questions
- Reading response questions
- Checkpoints in developing an argument to debate

### **Summative Assessments**

---

**For this unit, summative assessments can/will include:**

- Debates
- Essays

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

**Resources Include:**

- Students will observe the trailer for “Angel of Nanjing” about a volunteer who looks to save people that show up to the suicide bridge in China and provide them with safekeeping and help. <http://www.angelofnanjing.com/>.
- Suicide Tourist video <http://www.pbs.org/wgbh/pages/frontline/suicidetourist/>
- Primary source: <http://www.nydailynews.com/life-style/health/crowley-family-portrayed-extraordinary-measures-fought-find-cure-pompe-disease-article-1.459004>
- Students will view "Extraordinary Measures" after reading the above article about the Crowley family.

## **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.

