

Applied Ethics 10th Grade

SOC 450 Ethics

½ credit

4 days per week /1/2 year

Taught in English

This is a required course for 10th grade students in the Mexican / U.S. program. This course provides an introduction to those problems of moral philosophy or ethics. Students will examine the nature and origins of moral judgments and certain problems that arise when attempting moral judgment. They will examine philosophical differences in our understandings of morality and the best ways to come to moral decisions, as well as creating arguments for defending what they believe to be morally sound. In doing so, they will also be debating current ethical dilemmas that have affected our society, including environmental issues, societal and cultural issues of human rights and freedoms, creating fair social contracts, technological and internet ethics, corporate and governmental ethics, and the ethical dangers of globalization and consumerism. For each they will be identifying their personal ethical relationship and how they discovered that morality. The students will consider several approaches to ethics that purport to provide systematic procedures for answering questions about right and wrong. They will analyze different types of information such as magazine and newspaper articles, books, web links, documentaries, and movies. The goal of the course is to teach them to reflect independently on their ethical beliefs and to be able to argue and defend them effectively against opposing beliefs, as opposed to teaching them a specific ethical viewpoint or morality. An understanding of the many different ways of discovering morality will give them a myriad of perspectives on which to reflect.

Textbook: Rosenstand, Nina. *The Moral of the Story: An Introduction to Ethics*. Boston: McGraw-Hill, 2009. Print.

Prerequisite: NONE

Benchmark Code – Subject: Social Studies = Eth.

Strand 1 = Introduction to Ethics and Values

Strand 2 = Personal and Social Decisions

Strand 3 = Democracy and Human Rights

Strand 4 = Multiculturalism and Globalization

Strand 5 = Ethical Dimension of Science and Technology

Strand 6 = Environmental Education for Sustainable Development

Strand 7= Reading Standards for Literacy

Strand 8= Writing Standards for Literacy

Code: Subject.Grade.Strand#.Standard#.Benchmark#.

Example: Eth.10.1.4.3 –Ethics, Tenth Grade, Strand 1, Standard 4, Benchmark 3

Strand 1: Introduction to Ethics and Values	
Standard 1: The student understands and explains the basic principles of Ethics, beginning with the study of historic and cultural morality and principles considered to be Universal.	
Benchmark Code	Benchmark
Eth.10.1.1.1	The student will understand and describe Ethics as it applies to real-life situations and problems, past, and present.
Eth.10.1.1.2	The student will understand and explain the importance of ethical practices for humans throughout history and in the present..
Eth.10.1.1.3	The student will demonstrate responsibility and collaboration with peers and instructor.
Eth.10.1.1.4	The student will demonstrate an attitude of solidarity and tolerance to protect the dignity of all persons against social, religious, gender, or racial prejudice.
Eth.10.1.1.5	The student will create an environment of tolerance and respect for all peoples and cultures.
Eth.10.1.1.6	The student will maintain an attitude of respect and collaboration.
Strand 2: Personal and Social Decisions	
Standard 1: The student understands and explains values and morality as they relate to judgments of human actions in social and interpersonal contexts.	
Benchmark Code	Benchmark
Eth.10.2.1.1	The student will debate the importance of moral judgment in making decisions, considering: motivation, intention, course of action, and goals.
Eth.10.2.1.2	The student will compare and contrast the importance of different value systems and morality in decision/making.
Strand 3: Democracy and Human Rights	
Standard 1: The student recognizes and discusses the values, principles, and characteristics of democracy, human rights, and responsibility while recognizing the problems they confront.	
Benchmark Code	Benchmark
Eth.10.3.1.1	The student will understand and analyze the values of democracy and its importance in the promotion of human rights.
Strand 4: Multiculturalism and Globalization	
Standard 1: The student understands the value of cultural diversity and the construction of social and personal identities.	
Benchmark Code	Benchmark
Eth.10.4.1.1	The student will explain cultural elements that influence the formation of individual and social identity.

Eth.10.4.1.2	The student will discuss the cultural value of Mexico and identify different values among social and ethnic groups within the country.
Eth.10.4.1.3	The student will identify forms of cultural dominance of one country over another and identify values of socialization (getting along, promoting world peace) among nations; recognize the need for fair treatment of each country by the others.
Strand 5: Ethical Dimension of Science and Technology	
Standard 1: The student analyzes ethical criteria applicable to the technological and scientific field and analyze the contributions of these to human progress..	
Benchmark Code	Benchmark
Eth.10.5.1.1	The student will describe science as a human activity subject to ethical practices, considering the advantages and disadvantages.
Eth.10.5.1.2	The student will discuss the ethical implications of the rapid advancement of science and technology.
Strand 6: Environmental Education for Sustainable Development	
Standard 1: The student proposes solutions for improving the relationship between society and nature by critical analysis of environmental problems and citizen participation, demonstrating knowledge, responsibility, and solidarity.	
Benchmark Code	Benchmark
SS.10.6.1.1	The student will explain the relationship between society and nature, beginning with the analysis of the global ecological crisis and its implications while recognizing the necessity for a renewed relationship with nature.
SS.10.6.1.2	The student will design and analyze an environmental problem, beginning with a study of the principal concepts and categories for an environmental analysis, demonstrating attitudes of collaboration and respect towards the teacher and his/her peers.
Eth.10.6.1.3	The student will demonstrate attitudes of collaboration and respect towards the teacher and peers.
Strand 7: Reading Standards for Literacy	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
SS.10.7.1.1	The student will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
SS.10.7.1.2	The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text.
SS10.7.1.3	The student will analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them.

Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
SS.10.7.2.1	The student will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
SS.10.7.2.2	The student will analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
SS.10.7.2.3	The student will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
SS.10.7.3.1	The student will integrate quantitative or technical analysis) e.g., charts, research data) with qualitative analysis in print or digital text.
SS.10.7.3.2	The student will assess the extent to which the reasoning and evidence in a text support the author’s claims.
SS.10.7.3.3	The student will compare and contrast treatments of the same topic in several primary and secondary sources.
Standard 4: The student increases own range of reading and level of text complexity in informational text.	
Benchmark Code	Benchmark
SS.10.7.4.1	The student will read and comprehend history/social studies texts in the grades 9 th to 10 th text complexity band independently and proficiently.
Strand 8: Writing Standards for Literacy	
Standard 1: The student writes arguments that focus on discipline-specific content.	
Benchmark Code	Benchmark
SS.10.8.1.1	The student will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
SS.10.8.1.2	The student will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
SS.10.8.1.3	The student will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
SS.10.8.1.4	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SS.10.8.1.5	The student will provide a concluding statement or section that follows from and supports the argument presented.
Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes.	
Benchmark Code	Benchmark
SS.10.8.2.1	The student will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SS.10.8.2.2	The student will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SS.10.8.2.3	The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
SS.10.8.2.4	The student will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SS.10.8.2.5	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SS.10.8.2.6	The student will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Standard 3: Production and Distribution of Writing	
Benchmark Code	Benchmark
SS.10.8.3.1	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SS.10.8.3.2	The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.10.8.3.3	The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard 4: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
S.S10.8.4.1	The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SS.10.8.4.2	The student will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SS.10.8.4.3	The student will draw evidence from informational texts to support analysis, reflection, and research.
Standard 5: Range of Writing	
Benchmark Code	Benchmark
SS.10.8.5.1	The student will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.