**Ethics Unit: What is Right?**

People have different thoughts about what is right. What may seem right to one person may seem completely wrong to another. The purpose of this unit is to get students thinking about what they think is right or ethical, while at the same time helping them see how their opinions may differ with another’s. This unit will also show students that ethical decisions are involved in many aspects of life. This unit will look at these specific ethical issues: medical ethics, war, dystopian societies, journalism ethics, social issues and familial conflicts.

**Grade Level:**

10th grade

**Meeting Schedule:**

This unit will be based on a 7-period meeting schedule, with each class meeting for 47 minutes.

**Texts:**

*An Enemy of the People-*Arthur Miller

“The Lottery”-Shirley Jackson

“Harrison Bergeron”-Kurt Vonnegut

Excerpts from *The Things They Carried*-Tim O’Brien

“The Soldier” and “The Dead”-Rupert Brooke

“Anthem for Doomed Youth” and “Dulce Et Decorum Est”-Wilfred Owen

“Facing It” and “Toys in a Field”-Yusef Komunyakaa

Various medical ethics news articles

**Unit Goals:**

* Students will be able to define ethics.
* Students will be able to explain why there are differing opinions about what is right.
* Students will be able to evaluate an author’s opinion and ethical stance.
* Students will be able to compose a written argument based on their opinions of situations and topics.
* Students will be able to create a multimedia presentation on an ethical issue.

**State Standards:**

*Reading-*

* 10.1: Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
* 10.3: Analyze how complex characters, including those with conflicting motivation or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* 10.4: Evaluate how an author’s use of language, including formality of diction, shapes meaning and tone in a text (e.g. how the language evokes a sense of time and place, how it sets a formal or informal tone).
* 10.5: Analyze how an author structures a text, orders events within it (e.g. parallel plots), and manipulates time (e.g. pacing) to create mystery, tension or surprise.
* 10.6: Analyze a case in which the author’s work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.
* 10.7: Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g. Auden’s Musee de Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus)*.

*Writing-*

* 10.1: Write arguments which they
  + a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.
  + b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.
  + e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
* 10.3: Write narratives in which they
  + d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.
  + e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
* 10.5: Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.
* 10.8: Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research questions; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.
* 10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

*Speaking and Listening*-

* 10.1: Initiate and participate effectively in group discussions on *grades 9-10 topics, texts, and issues* being studied in class.
  + a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.
  + b. Cooperate with peers to set clear goals and deadlines and to establish roles.
  + c. Build on essential information from others’ input by asking questions and sharing comments that enrich discussions.
  + d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.
* 10.2: Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.
* 10.3: Determine a speaker’s or presenter’s position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.
* 10.4: Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.
* 10.5: Make strategic use of digital media elements and visual displays of data to enhance understanding.

*Language-*

* 10.1: Observe conventions of grammar and usage
* 10.2: Observe conventions of capitalization, punctuation, and spelling
* 10.3: Make effective language choices.
  + a. Write and edit work so that it conforms to the guidelines in a style manual.
* 10.4: Determine word meanings
  + b. Verify the preliminary determination of a word’s meaning (e.g. by checking the inferred meaning in context or looking up the word in a dictionary).
* 10.6: Use grade-appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts.