# Ethics Unit Calendar

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| Day’s Activity | Objectives | Core Standards | Assessment | Bloom’s Taxonomy Levels |
| **Day 1:** Introduction of unit/Definition day | Students will be able to define what “ethics” as a word means.  Students will be able to write and explain an ethical situation from their own lives. | Language-10.4 b, 10.6  Writing-10.10 | Response writing: Have you ever been in a situation where you needed to make a decision about doing the right thing? Do you think you made the right decision? Why or why not? | Knowledge  Comprehension  Application |
| **Day 2:**Medical Ethics  **Due: Response Writing**  **Homework: Spend 15-20 minutes researching WWI and the Vietnam War.** | Students will be able to describe the medical, ethical situation presented in a news article.  Students will be able to summarize a news article. | Reading-10.1, 10.6  Writing-10.10  Speaking and Listening-10.1 a,c,d | Expert summary sheet and response: Which medical ethics situation was the most interesting to you? Why? | Knowledge  Comprehension |
| **Day 3:** War Poetry | Students will be able to analyze a text and find the author’s stance on war.  Students will be able to explain why there are differing opinions on war**.** | Reading: 10.1, 10.4, 10.6  Speaking and Listening: 10.1 a,c,d | Exit slips | Comprehension  Analysis  Synthesis  Evaluation |
| **Day 4:** Dystopian societies and “Harrison Bergeron” | Students will be able to define *dystopia*.  Students will be able to explain how “Harrison Bergeron” is a dystopian short story.  Students will be able to identify examples of dystopian societies in television/film and literature and compare them to “Harrison Bergeron.” | Reading: 10.1, 10.4  Speaking and Listening-10.2  Writing: 10.10 | Create an analogy comparing “Harrison Bergeron” to another example a dystopian society. | Knowledge  Comprehension  Application  Evaluation |
| **Day 5:** Persuasive writing introduction, Brainstorming groups and pre-writing  **Due: Dystopian analogies**  **Homework: rough draft** | Students will be able to explain what is needed in a persuasive essay.  Students will choose three topics they are interested in researching and writing on in an essay.  **Overall Project:**  Students will be able to argue a position on a medical ethics situation.  Students will be able to practice peer review skills. | Writing: 10.5, 10.8, 10.10  Speaking and Listening-10.1 c  **Overall Project:**  Writing: 10.1, 10.4, 10.5, 10.8, 10.10  Speaking and Listening-10.1 c  Language-10.3 | Exit slip: three topics for persuasive essay  **Overall Project:**  Peer review response sheets  Rubric | Comprehension  Application  **Overall Project:**  Comprehension  Application  Analysis  Synthesis  Evaluation |
| **Day 6:** Peer Review/Work Day  **Due: rough draft**  **Homework: essay revision** | Students will be able to practice peer review skills.  Students will be able to examine a peer’s persuasive essay for claims, evidences and supports.  Students will be able to provide constructive feedback to their peers. | Reading-10.1, 10.2, 10.6  Writing-10.5  Speaking and Listening-10.1 c, | Peer Review Response sheet: What was the most helpful suggestion you received from each of your peer readers? | Application  Analysis |
| **Day 7:***An Enemy of the People*-Introduction and reading | Students will be able to list preliminary questions they have about *An Enemy of the People*.  Students will be able to make inferences about *An Enemy of the People*.    Students will be able to name the main characters in *An Enemy of the People*. | Reading-10.3, 10.5 | Class question/prediction poster  Plot Pyramid sheet:  Who are the protagonist and the antagonist in the play? | Knowledge  Comprehension |
| **Day 8:** *An Enemy of the People*, Finish Act 1, scene 1, Peer editing  **Due: 2nd draft**  **Homework: Final draft** | Students will be able to describe the exposition of *An Enemy of the People*.  Students will be able to discuss characterization found within *An Enemy of the People*.  Students will be able to practice peer editing skills. | Reading 10.3, 10.5  Speaking and Listening 10.1 c, d  Language 10.3 a | Plot Pyramid sheet: Explain the introduction of the play. What is happening?  Characterization quiz, small group discussion and class discussion.  Peer Editing Response sheet:What was one editing error you corrected? What was the most helpful editing correction that your partner gave you? | Knowledge  Comprehension  Application |
| **Day 9:**  *An Enemy of the People*-Drama vs. Prose/acting, | Students will be able to dramatize a scene from *An Enemy of the People*.  Students will be able to describe the rising action of *An Enemy of the People*. | Reading-10.5  Speaking and Listening-10.1,b | Plot Pyramid Sheet:  Explain the rising action of the play. What is happening? | Knowledge  Comprehension  Application |
| **Day 10:**  *An Enemy of the People*-Scene Performances  **Due: Persuasive Essay** | Students will be able to dramatize a scene from *An Enemy of the People*  Students will be able to compare and contrast performing vs. reading plays. | Reading-10.5, 10.7  Speaking and Listening-10.1, b | Group Performances  Class discussion: What is similar about performing the play vs. reading it? What is different? | Application  Analysis |
| **Day 11:** *An Enemy of the People*-objective journalism  **Homework: Watching the Watchdogs worksheet** | Students will be able to explain the importance for objective journalism both in *An Enemy of the People* and in society.  Students will be able to discover bias in news writing. | Reading-10.4, 10.9  Writing-10.8, 10.10 | Watching the Watchdogs:  Find a news story (either an article or broadcast) that has bias and answer these questions: Summarize the story and explain why it is biased. How would the story be different if it wasn’t biased? Then explain why is it important for journalists to remain unbiased when reporting the news? | Comprehension  Analysis  Application |
| **Day 12:** *An Enemy of the People*-town meeting  **Due: Watching the Watchdog worksheet** | Students will be able to dramatize a scene from *An Enemy of the People* using improvisation.  Students will be able to describe the climax of *An Enemy of the People*. | Reading: 10.5, 10.7 | Class performance  Plot Pyramid Sheet:  Explain the climax of *An Enemy of the People*. What is happening? | Comprehension  Application |
| **Day 13:** *An Enemy of the People-*Act Three | Students will be able to describe the falling action of *An Enemy of the People*.  Students will be able to explain how the characters changed or did not change in *An Enemy of the People*.  Students will be able to write their own resolution of *An Enemy of the People*. | Reading: 10.3, 10.5  Writing: 10.10, 10.3 d,e | Plot Pyramid sheet: Explain the falling action of *An Enemy of the People*. What is happening?  Response writing: Write your own ending to *An Enemy of the People*. What happens next? | Comprehension  Synthesis |
| **Day 14:** *An Enemy of the People*-debate of issues  **Due: Plot Pyramid Sheet** | Students will be able to create an argument on an issue from the play.  Students will be able to identify textual supports from *An Enemy of the People* to use in an argument.  Students will be able to explain and argue why an issue leads to the main conflict within the play | Speaking and Listening: 10.1 a,d;10.2;10.3;10.4  Reading: 10.1 | Debate of issues within *An Enemy of the People* | Analysis  Synthesis  Evaluation |
| **Day 15:** “The Lottery” | Students will be able to identify the plot pyramid parts of *The Lottery*.  Students will be able to identify the ethical situation in *The Lottery* and show how it helps further the plot. | Reading: 10.3, 10.5, 10.4  Speaking and Listening: 10.1 c | Plot pyramid sheet and response: What is the ethical situation in this story? How does it further the plot of the story? | Comprehension  Analysis |
| **Day 16:** Final project- introduction and choosing topics | Students will be able to plan and schedule a team project.  **Overall Project:**  Students will be able to create a PSA using different media programs.  Students will be able to argue a position on a social issue.  Students will be able to collaborate with team members to complete project. | Speaking and Listening:10.1 b,c,d  **Overall Project:**  Speaking and Listening: 10.1, 10.2, 10.3, 10.4, 10.5 | Group Evaluation sheet  **Overall Project:**  Presentation of projects  Rubric | Application  Synthesis  **Overall Project:**  Application  Synthesis  Evaluation |
| **Day 17:** Final project-Work Day | Students will be able to create a PSA using different media programs.  Students will be able to collaborate with team members to complete project. | Speaking and Listening: 10.1 a-e | Group Evaluation sheet | Application  Synthesis |
| **Day 18:** Final exam review, Final project-Work day | Students will be able to prepare for the final unit exam.  Students will be able to create a PSA using different media programs.  Students will be able to collaborate with team members to complete project. | Speaking and Listening: 10.1 | Group Evaluation sheet | Application  Synthesis |
| **Day 19:** Final project presentation day | Students will be able to argue a position on a social issue.  Students will be able to evaluate peers’ arguments | Speaking and Listening: 10.2-10.5 | Presentation evaluation sheets | Evaluation |
| **Day 20:** Final exam | Students will be able to compare and contrast literature from the ethics unit.  Students will be able to define what “ethics” as a word means.  Students will be able to explain why finding a solution to an ethical situation is difficult.  Students will be able to summarize a story using the plot pyramid.  Students will be able to compose a beginning or ending to one of the short stories read in the unit. | Reading:10.2, 10.5, 10.6  Writing:10.1, 10.3 a,d,e  Language: 10.6 | Final exam of multiple choice, short answer and essay questions | Synthesis  Evaluation |