

## Ethics

Grade Span 9/10

### The Student's Individuality and Personal Development - "I"

Through reflection on ethical questions about how the student uses his/her time and the consequences of this decision for one's life circumstances, the student understands his/her responsibility for his/her own life course.

#### *Subject Matter Competencies*

- discuss ethical questions relating to time and consequences for the way we live
- examine the effects of economies of scale on living standards
- understand changes in traditions, norms and values over the course of history
- explain tensions between tradition and societal change using examples
- discuss the possibilities and limitations affecting how one allocates one's time

#### *Methodological Competencies*

- use changes of perspective in a targeted manner
- develop questionnaires
- conduct and evaluate interviews
- represent past and future living conditions in a creative way, e.g. through pictures, dioramas

#### *Social and Emotional Competencies*

- engage with various temporal frames of reference and critically reflect on one's own perspective
- consciously perceive and communicate one's own relationship to the past, present and future
- develop one's own life plans and visions for the future
- take responsibility for shaping one's own life course

### The Student's Individuality and Personal Development - "I"

Through engagement with diverse views of human nature and various ethical viewpoints, the student reflects on his/her own views and develops his/her vision for a

successful personal and social life. The student also examines how our society approaches death and dying and compares it with the approaches taken by other cultural traditions.

#### *Subject Matter Competencies*

- describe how contemporary Western societies deal with death and dying and compare this with the approaches of other cultural traditions
- explain the forms and meaning of grieving
- consider the conditions of a dignified death
- engage with ethical questions relating to organ donation
- consider various ideas regarding life after death
- describe basic ancient beliefs regarding happiness
- compare various conceptions of human nature and draw connections to the resulting social models
- represent and compare the basic principles of the ethics surrounding duty and benefit

#### *Methodological Competencies*

- perform thought experiments
- understand the key points of complex texts and communicate this understanding in an audience-appropriate manner
- conduct a Socratic discussion

#### *Social and Emotional Competencies*

- reflect on the importance of empathizing with others' suffering
- approach death as a feature of life
- compare ancient understandings of virtue and happiness with today's values
- compare one's own ideas of an ideal society with other social models
- reflect on one's own points of view in light of diverse ethical positions and values

### **The Student's Relationship to His/Her Own and Diverse Cultures - "We and Others"**

The student explores the origin, basic ethical statements and current development of one or more religious or moral systems. He/she examines the commonalities among such systems and models of thought, compares various understandings of human dignity and interprets contemporary approaches to ethics.

The student recognizes the necessity of treating other models of thought and ways of life with respect. He/she can apply human rights principles when approaching his/her own moral system as well as those of others.

#### *Subject Matter Competencies*

- describe the emergence and current form of one or more religions or moral systems; understand their essential principles of thought and action; describe their basic ethical statements or positions
- find commonalities among religions and models of thought
- understand and apply to examples Kant's philosophical concept of the categorical imperative
- discuss the difference between a categorical imperative and a hypothetical imperative
- compare diverse understandings of human dignity
- interpret modern approaches to ethics
- discuss the ethical demand for the cross-cultural application of human rights

#### *Methodological Competencies*

- understand, compare and present the central statements of one or more religious or moral systems outside one's own

#### *Social and Emotional Competencies*

- approach diverse understandings of the world with open-mindedness and respect
- critically evaluate one's own moral outlook and those of others, especially in relation to universal human rights concepts
- examine the application of Kant's categorical imperative

## **The Student's Relationship to the World - "The World and I"**

The student understands the search for truth as a central human undertaking and the limitations of human knowledge as a challenge when approaching nature and humanity. The student understands that from a recognition of human dignity as an inviolable principle spring on the one hand human rights and on the other hand the duties of individuals to one another and to their communities. He/she understands the operation of an ethic of reasonable self-restraint in maintaining human societies.

#### *Subject Matter Competencies*

- distinguish among cosmologies, e.g. mythical and pre-Socratic
- discuss Socrates as the founder of the discursive search for truth
- describe human dignity as a basic principle from which human rights are derived

- discuss the human rights obligations of individuals and communities in the interests of individual welfare and the common good

#### *Methodological Competencies*

- conduct a discussion using the Socratic method
- develop rules of conduct based on human rights
- develop, undertake and present independent interdisciplinary projects on regional and global topics

#### *Social and Emotional Competencies*

- understand the limitations of human knowledge and approach the search for truth as a central human endeavor
- reflect on the importance of justice in the realms of intergenerational justice, access to opportunities and material wealth, diversity, and the natural world
- reflect on the operation of the ethics of reasonable self-restraint in one's own interest, in the common interest, and in the interest of human survival