

East EPO Course Overview for Bioethics:

Disciplinary long-term [transfer goals](#) aligned with mission/vision:

1. Construct evidence-based explanations of how and why phenomena exist in the natural and designed world(s).
2. Make, reconcile, and refine evidence-based arguments about phenomena in the natural and designed world(s).
3. Critically evaluate and persuasively communicate information in order to make informed decisions and solve problems in the natural world

Pacing Guide:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit 1: What is Ethics?	Unit 2: Childhood Sport Participati on	Unit 3: Medical Ethics			Unit 4: Reproductive Technologies		Unit 5: Life and Death: Who is in control		

Unit Overviews

Unit 1:	Understandings:	Essential Questions:
What is ethics?	• Ethical considerations are crucial when making scientific and medical decisions, both on a personal and societal level. • Bioethicists encounter significant challenges when making ethical choices and decisions. • Ethical theories provide guidance and frameworks for bioethicists to navigate complex issues. • Discussing ethics with friends, family, and others can enhance our understanding of right and wrong. • These discussions help us apply ethical principles to our everyday lives and make informed choices.	1. Why are ethical considerations important when making scientific and medical decisions, both personally and as a society? 2. What are some important issues that bioethicists face when trying to make the right choices, and how can ethical theories help them? 3. How can talking about ethics with our friends, family, and others help us learn more about right and wrong and apply those lessons to our daily lives?
Transfer Goal: Critically evaluate and persuasively communicate information in order to make informed decisions and solve problems in the natural world		
CEPT: Ethics of animal testing- social media campaign (constructing an ethical argument) Templates: • Twitter • Instagram		

- [Tiktok](#)

Unit: 2:	Understandings:	Essential Questions:
Childhood Sport Participation	• How does children's participation in competitive sports at a young age and its long-term impact their development? • Students will explore the potential benefits and risks associated with early involvement and specialization in competitive sports.	• How does children's participation in competitive sports at a young age and its long-term impact their development? • Are sports ethical at all ages? • Who has the right to make that decision on what makes a sport safe?
Transfer Goal: Make, reconcile, and refine evidence-based arguments about phenomena in the natural and designed world(s).		
Performance Task/CEPT: <i>Draft a public service announcement discussing their opinions on the ethical implications of childhood sports participation along with their data driven recommendations.</i> PT: mini-debate (Engaging in an Ethical argument with evidence) CEPT:		

Unit: 3	Understandings:	Essential Questions:
Medical Ethics	• Safe Use Sites ◦ Provides Drug paraphernalia • Ethical Drug Prescription ◦ Medical Drug influence on Behavior ■ Birth control, ADHD Medication... ■ Relationship between racism and Black opioid usage	• Is there such a thing as ethical drug consumption? • How do doctors ethily prescribe drugs
Transfer Goal: tailor scientific ethical arguments and discussions for different audience members		
Performance Task/CEPT CEPT: Engage in a performance task where they create two posters on the ethical issues that arose from the Tuskegee Syphilis Study, each tailored for different audience members (e.g., healthcare professionals, community members). Students must ensure clear distinctions in language, vocabulary, and content to effectively address the specific values		

and interests of each audience.

Unit: 4	Understandings:	Essential Questions:
Reproductive Technologies	Ideas: • disposal/donation of leftover embryos ◦ IUI vs IVF • Genetic testing ◦ Eradicating DS • Genetic databases • Gene editing embryos • De-extinction	• How do reproductive technologies influence decisions about human life, individual autonomy, and the well-being of future generations? • What are the ethical considerations surrounding the disposal of embryos after IVF, and how can society navigate the complex moral issues associated with this practice? • What are the ethical implications of genetic testing to identify and terminate unwanted mutations, such as Down syndrome, and how can these technologies impact society's perception of disability? • How should society approach gene editing technologies for embryos, considering the potential benefits in treating genetic disorders and the ethical challenges of manipulating human genomes? • What ethical considerations arise in the context of de-extinction efforts, and how can we balance conservation goals with the ethical implications of bringing back extinct species? • What are the privacy and ethical concerns related to genetic databases like 23andMe, and how can we ensure responsible data usage and consent in genetic research and personal genetic testing? • How can individuals and policymakers make informed and ethical decisions about

		reproductive technologies, considering diverse perspectives and the potential consequences on future generations?
Transfer Goal: draft a letter or policy proposal to a representative advocating for a specific government position on the use of genetic databases like 23andMe.		
CEPT /Performance Task: Students will be able to draft a letter or policy proposal to a representative advocating for a specific government position on the use of genetic databases like 23andMe.		

Unit: 5	Understandings:	Essential Questions:
Life and Death: Who is in control	Idea • Terri Schiavo • Euthanasia • hormone therapy for trans patients and preventing puberty through hormone blockers • organ donation 1. Individuals have the right to make decisions about their own bodies and healthcare, including end-of-life choices and medical treatments. 2. The concept of bodily autonomy raises ethical questions and considerations about individual rights, responsibilities, and the role of society in decision-making. 3. Access to healthcare and medical treatments can significantly impact individuals' well-being and quality of life, highlighting the importance of addressing inequities and ethical considerations. 4. Ethical dilemmas arise in various scenarios, such as euthanasia, hormone therapy for trans individuals, access to healthcare, the death penalty, and organ recipients, requiring thoughtful analysis	5. What is the importance of bodily autonomy and how does it intersect with individual rights and societal obligations? 6. What are the ethical implications of euthanasia, and how can society address the complex considerations surrounding the right to die with dignity? 7. How can access to healthcare and medical treatments impact individuals' bodily autonomy and well-being, and how can society ensure equitable access to healthcare services? 8. What are the ethical considerations and challenges related to hormone therapy for trans individuals, and how can healthcare systems respect individuals' bodily autonomy and identity? 9. What ethical considerations arise in organ transplantation and allocation, and how can society ensure fair and just distribution while respecting the autonomy of organ recipients? 10. How can individuals advocate for their own bodily

	and compassionate discussions.	autonomy and make informed medical decisions, including the creation of a living will, to ensure their wishes are respected in case they cannot make decisions for themselves?
Transfer Goal: draft their living wills , making informed and thoughtful decisions regarding their medical preferences and bodily autonomy.		
CEPT /Performance Task: Engage in a writing workshop where they draft their living wills, making informed and thoughtful decisions regarding their medical preferences and bodily autonomy.		