

Inquiry Project Design Plan

Teacher/Designer Names: Ms. Alexis Piccininni	
School: Roosevelt High School-Early College Studies	
Name of Project: Ethical Issues in Society	Grade Level: 9
Est Launch Date: 2023- 2024	Est Duration (in weeks): 2-3 weeks
Disciplines Involved: ELA/SS	
Problem Statement: Ethical issues are ever present in our society. There are going to be poeple who support and oppose each issue. As members of society, we must be able to form opinions on these issues and defend those opinions in order to create change.	

STAGE 1: DESIRED RESULTS

Big Idea: ETHICS	
Enduring Understandings: <ul style="list-style-type: none"> Ethical issues exist within our society There are going to be proponents and opponents for every ethical issue We must form opinions on these issues and be able to defend those opinions with relevenat reasons and evidence 	Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS) <ul style="list-style-type: none"> How do ethical issues impact our society? <ul style="list-style-type: none"> How can we engage in constructive arguments/debates centering around an ethical issue? How can we develop arguments to convince our audience to agree with our stance on a particular ethical issue?

Established Goals (Standards, Performance Indicators, Learning Goals):
 *choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
 ** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design

Social Studies Standards (list if using, unpack under each standard into SWK and SWBAT):

- ❖ D4.4.9-12. Critique the use of claims and evidence in arguments for credibility

SWK:

- what makes a strong claim
- What constitutes credible evidence

SWBAT:

- Identify strengths and weaknesses in claims and evidence
- Evaluatue the credibility of claims and evidence in arguments

- ❖ D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SWK:

- How to create an arugment
- How to identify counterclaims and evidentiary weaknesses
- That evidence from multiple sources is necessary to support a claim
- That is it important to acknowledge and address a couterclaim

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SWBAT:

- Develop arguments using precise and knowledgeable claims to support an issue in society
- Conduct research and gather relevant evidence to support their arguments
- Use evidence from multiple credible sources to support their opinions

ELA Standards (list if using, unpack under each standard into SWK and SWBAT):

- ❖ WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

SWK:

- how to conduct both short as well as sustained research
 - to answer a question (self-generated and otherwise)
 - Analyze a topic
 - Solve a problem
- Synthesize multiple sources

SWBAT:

- Conduct both short and more sustained research projects to support their arguments
- Gather and incorporate relevant evidence to support their claims
- Address a counterclaim in opposition to their claim and provide a strong rebuttal

- ❖ 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.

SWK:

- How to write arguments
- Claims must be supported with reasons and relevant evidence
- An argument is an issue or topic that must be defended
- Research is required to gather evidence and defend an argument

SWBAT:

- Create a claim and write an argument to support that claim
- Conduct research to support their arguments
- Gather and incorporate relevant evidence to support their claims
- Address a counterclaim in opposition to their claim and provide a strong rebuttal

Technology Standards:

NYS Computer Science and Digital Fluency (select at least 1 for Smart Start):

9-12.IC.3

Debate issues of ethics related to real world computing technologies.

Social Justice Standards:

Justice 12 JU.9-12.12

I can recognize, describe and distinguish unfairness and injustice at different levels of society

Other (Art, SEL, etc):

ISTE: 1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

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Links to Standards/Reference Frameworks:

NYS NextGen [ELA](#) and [Math](#), [NGSS](#), [NGSS by DCI](#), [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [ISTE](#), [Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

Teaching/Learning Goal Notes for Stage 1:

N/A

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

Goal:

The goal of this performance task is to for students to understand that there are ethical issues that exist within society and there are going to be people on both sides of those issues. Students must form an opinion on one of those ethical issues and create arguments for or against that issue. They must conduct research and gather evidence to support their arguments. Students will use the information gathered from their research to create websites that support their arguments.

Role:

Researchers, Explorers, Debators, Activists

Audience:

Fellow researchers and activists (classmates and teachers)

Situation:

Ethical issues are present everywhere in our society. As members of society we are constantly presented with ethical issues in our daily lives. Whether it be during our day to day activities or when we turn on the news, they are all over the place. There are always going to be people on both sides of these issues and as human beings we naturally form our own opinions. It is important to back up those opinions with relevant and strong reasons and evidence in order to persuade others to agree with you or see your side of things.

Product(s):

- Students will work in groups to create a website arguing for or against a certain ethical issue that exist within today's society

Criteria for Success:

- Research an ethical issue of their choice
- Develop a claim/opinion in response to that ethical issue
- Gather relevant evidence to support their claims from a variety of sources
- Acknowledge a counterclaim and provide a strong rebuttal in defense of their original claim
- Engage in debates with fellow classmates
- Create/present a website that addresses the ethical issue and persuades the audience to agree with their stance on that issue
- Rubric for both the website design and the presentations

Other Evidence/Assessments:

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- Rubrics
- Peer Debates/Turn and Talk Discussions
- Checks for Understanding/Exit Tickets

STAGE 3: THE LEARNING PLAN:

Learning Activities

(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)

Weeks 1-2

Learning Goals:

- Understanding the concept of ethics and identifying various ethical issues or problems that exist within our society today.
- Using argumentative language and argumentative skills to engage in peer conversations
- Engaging in a debate with fellow classmates to defend their opinion on a particular ethical issue.

Learning Events:

1. Students will complete a circle map where they define the term “ethics” and brainstorm a list of common ethical issues that we face as a society.
2. Students will read the article “ Ethical concerns mount as AI takes bigger decision making role” and watch a video “How AI Impacts Education. Then, they will complete a graphic organizer where they list the arguments for or against AI
3. Students will be given a list of common ethical issues in today’s society and be asked to participate in a “Crossing the River” activity where they must form an opinion on each issue and be prepared to defend that opinion with at least one reason
4. Students will then be divided into groups, choose an ethical issue and complete a graphic organizer where they must state their group’s opinion, 3 reasons to support that opinion, address the counterclaim and prepare a rebuttal.
5. Student groups will engage in mini debates with their classmates where they defend their group’s opinion against the opposing opinion.

Formative Assessments:

Graphic organizer
Turn and talk /Crossing the River activity
Exit Tickets
Mini Debate

Notes/Resources:

Mini Debate graphic organizer

Article: <https://news.harvard.edu/gazette/story/2020/10/ethical-concerns-mount-as-ai-takes-bigger-decision-making-role/>

Video: <https://www.youtube.com/watch?v=V6RBF9pEbPg&t=670s>

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Week 3

Learning Goals:

- Research their chosen ethical issue using varying, credible sources and gather relevant evidence to support their positions
- As a group, create a website that explores the ethical issues, states their opinion and defends that opinion against a counterclaim with strong reasons and evidence.

Performance Task: Your task is to work in your group to thoroughly research your chosen ethical issue and create a website using Canva that presents your stance on that issue. Your website must include:

- Your claim (opinion or position on the issue)
- 3 reasons to support your opinion
- At least 3 pieces of textual evidence from various, credible research articles with citations
- The counterclaim and a rebuttal (your defense against the counterclaim)
- 2-3 images and one video pertaining to your topic

Learning Events:

1. Students will research their topic and gather notes on their Research Note Catcher
2. Then students will work in groups to create their websites using Canva
3. Student groups will present their websites to their classmates
4. Students will give feedback to each group as they present using a rubric and a checklist

Formative Assessments:

Research Note Catcher/Checklists
Performance Task: Website design using Canva
Group Presentations
Rubrics

Notes/Resources:

List of reliable sources/websites for students
Research Note Catcher
Laptops/Chrome Books
Presentation Feedback Sheets

Week 3

Learning Goals:

Learning Events:

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Formative Assessments:
Notes/Resources:
Week 4
Learning Goals:
Learning Events:
Formative Assessments: