

High School Course Description: Ethics

In middle school, GISB students receive an introduction to the different subtopics of philosophy, including Ethics, Anthropology, Political Philosophy, Theory of Knowledge, and Metaphysics. GISB's 9th and 10th grade students will continue to explore these subjects on a broader scale but with more real-life examples in order for them to understand the importance of philosophy in their daily life.

During 11th and 12th grade, our students will address the subtopics in depth, using their knowledge from grades 7 to 10 as a starting point. Students will read original texts from famous philosophers throughout history and address philosophy more analytically.

Throughout GISB's four-year high school ethics curriculum, students further develop the following skills:

- Perception and interpretation: Students observe the world around them, interpret it, and develop philosophical ideas.
- Argumentation and judgment: Students analyze concepts, reconstruct and examine trains of thought and arguments, develop their own arguments, and discuss others' positions.
- Creative competence: Students find different forms of expression for their own and others' trains of thought
- Practical competence: Students gain orientation, autonomy and responsibility in their own thinking, judgments and actions

For more details of what is covered each year in our intensive Ethics curriculum, please see below.

Grades 9 and 10

The following content is covered during this course:

- The student and their individuality and personality development (I/self)
 - Dealing with time and their consequences for life
 - Changes in traditions, norms, and values in our history

- Tension between tradition and progress
- The student in social relationships (I/self and we)
 - Dying and death in our society and traditions of other cultures
 - Meaning and forms of mourning
 - Conditions of dignified dying
 - Organ donation
 - Different ideas about life after death
 - Basic statements of ancient ethics of happiness
 - Different concepts of mankind and the resulting social models
 - Basic principles of the ethics of duty and utility
- The student in relation to his own and foreign cultures (I/we and others)
 - Emergence and current characteristics of Asian religions
 - Essential principles of thought in Far Eastern cultures
 - Basic ethical statements of Hinduism, Buddhism, or Chinese models of thought
 - Similarities among religions
 - Kant's categorical imperative as a universal rule of duty and applying it to examples
 - Justifying the ethical demand for human rights in all cultures
- The student in relation to the world (the world and I)
 - Different models of explaining the world, e.g. mythical and pre-Socratic
 - Socrates as the founder of the discursive search for truth (Socratic dialog)
 - Human dignity as a basic principle from which human rights can be derived
 - Duties of individuals and communities for their own well-being and the common good originating from human rights

Grade 11 and 12

The following content is covered during this course:

- What should I do?
 - Defining the concept of freedom
 - Analyzing ethical positions and examining actions and situations in terms of their ethical relevance
- What is humankind?
 - Defining the nature of human beings
 - Analyzing core statements of anthropological positions
- What can I know?
 - Recognizability of reality
 - Various models of theories of knowledge
 - Critically assess the truth of scientific methods
- What can I hope for?
 - Describing the phenomenon, significance, and function of religion



- Analyzing core statements of different religious philosophical positions
- Reflecting on the legitimization of concepts of meaning and transcendence in a pluralistic world

Types of Large Assessments in this Course:

- Quizzes, semester exams, presentations