

Academic Standards: Bioethics: Where the Future May Take Us

Science Standards 3rd Ed.

Standard 4, Level III, Benchmark 1

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=2&standardID=4>

1. Knows that reproduction is a characteristic of all living things and is essential to the continuation of a species

Standard 5, Level III, Benchmarks 1, 7-8

<http://www.mcrel.org/compendium/standardDetails.asp?subjectID=2&standardID=5>

1. Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular

7. Knows that organisms can react to internal and environmental stimuli through behavioral response (e.g., plants have tissues and organs that react to light, water, and other stimuli; animals have nervous systems that process and store information from the environment), which may be determined by heredity or from past experience

8. Knows that disease in organisms can be caused by intrinsic failures of the system or infection by other organisms

Standard 13, Level III, Benchmark 4

<http://www.mcrel.org/compendium/topicsDetail.asp?topicsID=808&subjectID=2>

Understands ethics associated with scientific study (e.g., potential subjects must be fully informed of the risks and benefits associated with the research and their right to refuse to participate; potential subjects must be fully informed of possible risks to community and property)

Knowledge/skill statements

1. Understands that potential subjects must be fully informed of the possible risks to property
2. Understands that potential subjects must be fully informed of the possible risks of research
3. Understands that potential subjects must be fully informed of the possible benefits of research
4. Understands that potential subjects must be fully informed of their right to refuse to participate
5. Understands that potential subjects must be fully informed of the possible risks to the community

Historical Understanding Standard and Benchmarks (3rd Ed.)

Standard 2, Level II, Benchmarks 1-5, 7

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=3&StandardID=2>

1. Knows how to view the past in terms of the norms and values of the time
2. Understands that specific individuals had a great impact on history

3. Understands that specific ideas had an impact on history
4. Understands that "chance events" had an impact on history
5. Understands that specific decisions and events had an impact on history
7. Predicts how events might have turned out differently in one's local community if specific individuals or groups had chosen different courses of action

Level III, Benchmarks 1-2

1. Understands that specific individuals and the values those individuals held had an impact on history
2. Analyzes the influence specific ideas and beliefs had on a period of history

Language Arts Standard and Benchmarks (3rd Ed.)

Writing

Standard 4, Level III, Benchmarks 1 and 6

1. Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)
6. Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)

Listening and Speaking

Standard 8, Level III, Benchmarks 1-4, 7-9, 12

<http://www.mcrel.org/compendium/Benchmark.asp?SubjectID=7&StandardID=8>

1. Plays a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator)
2. Asks questions to seek elaboration and clarification of ideas
3. Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)
4. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)
7. Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; and point of view; uses evidence and arguments to support opinions; uses visual media)
8. Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., modulation of voice, inflection, tempo, word choice, grammar, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture)
9. Evaluates strategies used by speakers in oral presentations (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material)
12. Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music in radio announcements; images conveyed by vocabulary and ideas)

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