

Unit 1: American Government ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacy and Key Skills

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to become informed and aware Americans who are both active and involved citizens.

Concepts

Essential Questions

- How do Democrats and Republicans differ on the role of government?
- How important is an informed electorate to a democracy?
- How well has America stayed true to the ideals set forth by the Founding Fathers of our democracy?
- How well has the current government maintained its end of the social contract?
- Is government needed?
- What challenges do Representative Democracies have in meeting the needs of its citizens?

Understandings

- Democracies make sure that government works for the people, not people working for the government
- Governments and citizens work together to meet the needs of the common good.
- Governments are created to provide direction and control over its citizens.

- Separation of powers makes sure that no one person or group gains too much power.

Critical Knowledge and Skills

Knowledge

Students will know:

Governments and citizens work together to meet the needs of the common good.

- Governments are created to provide direction and control over its citizens.
- Separation of powers makes sure that no one person or group gains too much power
- philosophies that greatly influenced the American Constitution.
- responsibilities of citizens within our organized government.
- roles and responsibilities of the legislative, executive, and judicial branches.
- the Bill of Rights and what it protects.

Skills

Students will be able to:

- define new vocabulary
- write effective essays and answer short answer assignments
- identify contributions of influential philosophers on American values/ideals.
- identify the responsibility of each branch of government.
- interpret the Constitution
- take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Exit Tickets
- In-class discussions
- Quiz
- Test
- Law pass simulation
- Viewpoints Activity
- Chart and present the Bill of Rights
- Identify differences in responsibilities of each branch of government.
- Readings

School Summative Assessment Plan

- Unit Test
- Jigsaw Presentation on the Bill of Rights

Primary Resources

- Constitution
- Declaration of Independence

Supplementary Resources

Additional outside Resources:

- Various websites
- News sites for examples
- Reading on the impact of Enlightenment thinkers

Technology Integration and Differentiated Instruction

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate difference between Senate and HoR voter power

ELA - Analyze Constitution, BoR

SCIENCE - EPA's power to impact climate crisis

SOCIAL STUDIES - How has the Constitution been upheld (or not) throughout history?

WORLD LANGUAGES - Language diversity in the US → No one official language, not even English

VISUAL/PERFORMING ARTS - Mock presidential debate

APPLIED TECHNOLOGY/BUSINESS - Power of the Purse' → Congress' budgetary responsibility

GLOBAL AWARENESS - How do foreigners view America?

Learning Plan / Pacing Guide

Day/Week 1:

TIME ACTIVITY

WEE DAY 1: Defining Government and its Purpose. Social Contract

K 1 DAY 2: The Legislative Branch and its Role

DAY 3: Students develop a law and simulate the process of passing

DAY 4: Students present the law to the class.

DAY 5: QUIZ on the philosophies of American Government and the role of the Legislative Branch

DAY 1: Executive Branch and its Responsibilities

DAY 2: Explaining the the role of the entire Executive Branch and the Cabinet

WEE
K 2

DAY 3: How well is the current Executive Branch supporting the social contract

DAY 4: Quiz on the Executive Branch and reading on the Judicial Branch

DAY 5: Judicial Branch, notes on its role, reading about cases and decisions impacting teenagers.

DAY 1: Bill of Rights notes

DAY 2: Students are paired and develop quick presentation on one of the amendments

WEE
K 3

DAY 3: Presentation of each amendment and how they are relevant today.

DAY 4: REVIEW OF THE UNIT

DAY 5: END OF UNIT ASSESSMENT

Unit 2: Crime Drugs and Justice ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacy and Career Skills

TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

Social Studies Standards

SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to make connections on how drugs, addiction, and poverty lead to crime and determine when its best to punish or rehabilitate criminals in our justice system.

Concepts

Essential Questions

- Are criminals able to be rehabilitated?
- Despite warnings, why do millions of Americans still use drugs?
- How can society lower crime rates?
- How should government fight the War on Drugs?
- What are the causes of crime?
- What are the causes of mass incarceration?
- What are the challenges of both rehabilitating and punishing?
- What is the appropriate way for government to handle the current opioid problem?

Understandings

Students will know

- crime and drugs are connected.
- drugs continue to be one of America's largest social and economic problems.
- that the justice system struggles to both provide justice for the victims and rehabilitate the perpetrator.

Critical Knowledge and Skills

Knowledge

Students will know:

- crime is a symptom of greater problems in America.
- how America fights the war on drugs from both the supply and demand side.
- how drugs impact families and government.
- how mass incarceration happened and how it is being reformed in America today.
- that drugs and poverty lead to crime.
- the arguments for and against capital punishment.
- the arguments for and against the legalization of marijuana for recreational purposes.
- the arguments used by college Presidents to justify the lowering of the drinking age.
- where and how capital punishment is applied in the United States

Skills

Students will be able to:

- analyze cause and effect.
- chart the pros and cons of issues.
- develop a personal stance on where they believe government should get involved.
- develop a plan to decrease drug usage.
- discuss controversial issues listening to others and being open-minded.
- take and organize notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Discussions

Do Nows

Exit Tickets

Position Papers

Quizzes

Readings and questions

Documentary with questions

Student research

School Summative Assessment Plan

Position Paper on Capital Punishment

Unit Assessment

Primary Resources

Supplementary Resources

Additional outside Resources:

Internet Sites

Death By Fire Documentary

Video Clips

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
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At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Compare US incarceration rates with other countries

ELA - Analyze 'War on Drugs' legislation

SCIENCE - Discuss different drugs

SOCIAL STUDIES - How does the war on drugs fit into US history

WORLD LANGUAGES - Access to translators in court cases, prison

VISUAL/PERFORMING ARTS - Mock trial

APPLIED TECHNOLOGY/BUSINESS - How do businesses use prison labor?

GLOBAL AWARENESS - Alternative humane prison ideas (specific example from Norway)

Learning Plan / Pacing Guide

TIME PERIOD	TOPIC/LESSON
WEEK 1	DAY 1: What is crime and what are its causes? How does crime impact the nation and West
	DAY 2: How are drugs and crime connected? What leads people to use drugs and how should
	DAY 3: Battling Drugs via the demand and supply side. Which approach works better?
	DAY 4: DRUGS: Opioid addiction, how did it get so bad and how should it be approached a
	DAY 5: QUIZ on crime and war on drugs. Reading on medical marijuana.
WEEK 2	DAY 1: Legalization of Marijuana, why are states moving in this direction and what has been
	DAY 2: Drinking in America: Why do many college/university presidents want to lower the
	DAY 3: Justice in America: What are the current problems with America's justice system?
	DAY 4: Mass Incarceration: Why does America have so many people in jails and prison, par
	DAY 5: JUSTICE: What are the appropriate punishments for crimes? What are the pros and
WEEK 3	DAY 1: Watch Death By Fire, documentary on Cameron Todd Willingham.
	DAY 2: Continue Documentary
	DAY 3: Discussion of the documentary, groups answering questions.
	DAY 4: Review of the Unit
	DAY 5: Unit Assessment.

Unit 3: American Economy ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

Social Studies Standards

SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

CRPs (Deleted: 11/03/2021 by Clark, Kelly)

Career Readiness Practices (CRP)

- CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.
- CRP.K-12.CRP10 Plan education and career paths aligned to personal goals.
- CRP.K-12.CRP2 Apply appropriate academic and technical skills.
- CRP.K-12.CRP3 Attend to personal health and financial well-being.
- CRP.K-12.CRP4 Communicate clearly and effectively and with reason.
- CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP.K-12.CRP6 Demonstrate creativity and innovation.
- CRP.K-12.CRP7 Employ valid and reliable research strategies.
- CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

Transfer Goals (Deleted: 06/13/2022 by Tremper, Jack)

Students will be able to independently use their learning to determine when they believe government should intervene in our capitalist economic system and when to stay out and let business operate freely.

Concepts

Essential Questions

- How and when should governments intervene in a free market.
- How do liberals and conservatives differ on the role of government towards citizen's hardships?
- How does reckless fiscal policy lead to trillion dollar debts.
- How much should citizens be taxed by local, state, and federal governments?
- What are the inherent problems in a capitalist economy?
- What factors do economists use to determine the health of the economy?

- What impact does credit card debt have upon individuals?

Understandings

- Americans are taxed in four different ways.
- Capitalism is not a fair race to success because opportunity is not equal.
- Democrats and Republicans differ on fiscal policy.
- Poverty plagues the United States as millions live at or below the poverty line.
- The United States has a debt over 20 trillion dollars due to poor fiscal policy.
- The United States has a laissez-faire approach to our free market economy.
- There are many factors that economists use that determine the health of the economy.
- Too much personal debt has a negative impact upon individual's economic health.
- Welfare attempts to provide need and equal opportunity.

Critical Knowledge and Skills

Knowledge

Students will know:

- How capitalism works in America.
- How the credit industry works when purchasing mortgages or using credit cards.
- Democrats believe the government has a larger role to the suffering of its citizens.
- How GDP and unemployment rates are a measure of economic health.
- How tax dollars are spent from the national and local level.
- Millions of Americans live at the poverty line and more are food insecure.
- Republicans believe in a smaller government and funding of welfare programs
- The American government has failed to develop a plan that satisfies most citizens and effectively keeps costs down.
- The United States has over \$20 Trillion in debt due to poor fiscal management.
- The stock market, unemployment rate, trade deficits, debt, are among the many factors used to

determine the health of the economy.

- all industrialized nations have universal care and have implemented it in different ways.
- that America's healthcare system struggles to keep costs down, and these costs have negatively impacted businesses, local governments, and left millions bankrupt.

Skills

Students will be able to:

- analyze economic indicators
- determine the current status of America's economy.
- determine when its appropriate for the government to assist citizens.
- develop a tax plan they believe better serves Americans.
- identify what they believe the role of government should be regarding welfare services.
- plan better for their own individual personal finance.
- take and organize notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Do Nows
- Exit Tickets
- Graphic Organizer Chart on Welfare Around the World
- National Debt Research Questions
- Quizzes
- Readings and Questions
- Review Game
- Taxation Reading and Questions
- class discussions

School Summative Assessment Plan

- Develop Your Own Welfare Plan
- Review Guide Completion

- Unit Assessment

Primary Resources

- Relevant Articles from UpFront Magazine
- Various Internet Sources

Supplementary Resources

Additional outside Resources:

-

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

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- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

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At-Risk Students (N.J.A.C.6A:8-4.3c)

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Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

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Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate tax rates, interest rates, poverty threshold

ELA - Read and write opinions on the status of welfare in the USA

SOCIAL STUDIES - 2008 recession, 2020 pandemic recession, 2022 inflation problems --> how will they impact history?

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Political cartoons about US economy throughout history

APPLIED TECHNOLOGY/BUSINESS - Dangers of credit cards

GLOBAL AWARENESS - Research welfare programs around the world

Learning Plan / Pacing Guide

TIME (DAY TO DAY PLAN)
FRAME

DAY 1: Frayer Model: What is Capitalism

DAY 2: Capitalism and Poverty: Why do people end up in poverty?

WEEK 1 DAY 3: Welfare in America, how it works and what is provided.

DAY 4: Welfare in America, students examine the problems with America's welfare system, differences and Democrats.

DAY 5: Quiz on capitalism and welfare. Students begin a documentary "Place at the Table" Outlines

DAY 6: Students complete the documentary and answer discussion questions.

DAY 7 Students complete welfare around the world charts and go over as a class, comparing benefits United States.

WEEK 2 DAY 8: Students will develop their own welfare plans working with a partner, identifying their beliefs and why they believe their plan is better than what currently exists.

DAY 9: Credit Card Debt and the importance of young people maintaining good personal credit.

DAY 10: National Debt: How did it get so bad, who do we owe the money to, and how do we get out of it?

WEEK 3 DAY 11: College Debt: How to be wise about the investment of college.

DAY 12. Retirement Issues: The current challenges of our pension/401K retirement systems.

DAY 13: Taxation in America: The ways Americans are taxed at the local, state and federal level, w
how political parties differ.

DAY 14: REVIEW OF THE UNIT

DAY 15: UNIT ASSESSMENT

Unit 4: Healthcare in America ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Social Studies Standards

HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.
SOC.6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

TRANSFER GOAL

Students will learn about the challenges of affordability and equal access to America's healthcare system to help them better navigate it as they get older and vote for leadership that best supports their aims.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Concepts

Essential Questions

- Has the Affordable Care Worked?
- How do Democrats and Republicans differ on the role of government and the health care system?
- How do other nations provide equal access to healthcare?
- Is healthcare a right or a privilege?
- Should doctors be held financially accountable for mistakes such as misdiagnosis?
- Should schools and governments take action to prevent concussions?
- What are the differences between a private healthcare system vs. a universal healthcare system?
- What type of healthcare system exists in America?
- Why is healthcare so expensive?

Understandings

Students will know

- all industrialized nations have universal care and have implemented it in different ways.
- that America's healthcare system struggles to keep costs down, and these costs have negatively impacted businesses, local governments, and left millions bankrupt.
- that the American government has failed to develop a healthcare plan that satisfies most citizens and

effectively keeps costs down.

Critical Knowledge and Skills

Knowledge

Students will know:

- how medical understandings of concussions has forced local governments and schools to regulate injuries.
- know how liberals and conservatives differ on the role of government with healthcare.
- know how other nations make sure all citizens are covered with health insurance
- know the difference between universal v. private healthcare systems.
- know what medical malpractice is and how it impacts the healthcare system.
- know what the Affordable Care Act looked to do and how it has succeeded and failed.
- know why healthcare is so expensive in America.

Skills

Students will be able to:

- chart the various aspects of other nations' healthcare.
- develop their own plan on healthcare
- identify their stance on the role of government with healthcare.
- organize and take notes
- write a persuasive essay for or against universal healthcare.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- class discussions
- do nows
- exit tickets
- graphic organizers
- persuasive essay
- quizzes
- readings and questions
- review games

School Summative Assessment Plan

- Unit Assessment
- Unit Review Guide
- students develop their own plan on healthcare

Primary Resources

- Relevant Articles from UpFront Magazine
- Various Internet Sources

Supplementary Resources

Additional outside Resources:

- Healthcare Around the World Documentary

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

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- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate how much healthy insurance truly costs

ELA - Read stories of foreigners coming to US/US citizens going abroad -- experiences with healthcare

SCIENCE - Impact of concussions

SOCIAL STUDIES - Expansions of healthcare in US history? LBJ's Great Society/Medicare & Medicaid

WORLD LANGUAGES - Language diversity in healthcare

VISUAL/PERFORMING ARTS - Universal healthcare vs. US system debate

APPLIED TECHNOLOGY/BUSINESS - How does the healthcare industry make money?

GLOBAL AWARENESS - Healthcare systems around the world

CLIMATE CHANGE - Health outcomes for people who live near fracking, deforestation

Learning Plan / Pacing Guide

3
ME

DAY TO DAY PLAN

DAY 1: Is healthcare a right or Privilege Discussion? Define healthcare, health insurance, and key terms for unit. Intro listing the problems with America's healthcare system.

K 1 DAY 2: Life for the uninsured in America and the under insured. Listing the reasons for the high costs and then personal stories from Americans on how costs impact quality of care.

DAY 3: Quick Quiz on the terms: Students will watch a documentary and chart the different ways nations around the world provide health care for all their citizens.

Day 4: Students continue the documentary for the first 20 minutes. Class discussion on what they liked and

didn't like about the various nations' plans.

DAY 5: The Affordable Care Act: What it is and where it stands today. Republican ideas on national healthcare.

Day 6: Students develop their own plan for healthcare incorporating the ideas of ObamaCare and from other nations. Plan will be organized on a Powerpoint.

Day 7: Students will complete their powerpoints. Time at the end to discuss the various ideas the students developed.

K 2 Day 8: Medical Malpractice: Notes and video, focus on whether doctors should be held financially accountable for mistakes.

Day 9: Concussions in America, focus on the science and what rules/laws have been changed.

Day 10: Quiz on healthcare in America.

Day 11: Students write an opinion paper for or against a Universal Healthcare System.

Unit 5: Discrimination in America ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **2-3 weeks**
Status: **Published**

Standards

SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

Transfer Goals

Transfer Goals

Students will be able to identify the various examples of bias and discrimination in America, how this bias is sometimes implicit, so that they can help work towards a society that is always inclusive, not exclusive.

Concepts

Essential Questions

- Is the United States making progress towards greater equality?
- Why do women make less than men in the workplace?
- Has implicit bias impacted how police interact with people of color in America?
- How can citizens who are being discriminated against in America fight to make change?
- How does ageism impact how people are mistreated in the workplace today?
- How has the #MeToo Movement revealed about the power dynamic between men and women in society, particularly in the workplace?
- What challenges do members of the LGBTQ community face in America?
- What is hate and where does it come from?
- What is implicit bias and how does it impact our behavior?
- Why is it so difficult to make social change?

Understandings

- Difficult conversations regarding discrimination are needed for people to realize their own biases.
- It is very difficult to make social change in America.

- Many believe that implicit bias is the driving reason for mass incarceration and inequalities in the justice system.
- The tribal nature of humans leads to discrimination.
- There are many groups fighting to have their civil rights protected in the United States today.

Critical Knowledge and Skills

Knowledge

Students will know:

- Americans are often discriminated against because of their age.
- know how women are not given equal pay and opportunity in the workplace.
- know the difference between gender identity and sexual orientation.
- know the goals of the MeToo movement.
- that the 14th Amendment assures that all Americans have equal protection under the law.
- the LGBTQ community has had many successes in recent years but still face many challenges towards full equality in society.
- the difference between bias, prejudice, discrimination, and racism.
- transgender Americans are struggling to have equality in work, privacy, sports and healthcare.

Skills

Students will be able to:

- chart differences on a graphic organizer.
- compare movements and see what tactics have worked towards gaining equality.
- discuss controversial issues with civility
- listen to others who might disagree with your opinion.
- support arguments reasonably with sound evidence and ideas.
- take and organize notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- class discussions
- do nows
- exit tickets
- quizzes
- readings and questions

School Summative Assessment Plan

- End of Unit Assessment
- Review Game

Primary Resources

Supplementary Resources

Additional outside Resources:

- news clips
- various readings
- various websites

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

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Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate and evaluate gender pay discrimination

ELA - Analyze legislation, court decisions aimed at protecting marginalized communities

SCIENCE - Scientific developments to include and help disabled people overcome challenges

SOCIAL STUDIES - History of discrimination and progress in the United States

WORLD LANGUAGES - Language discrimination

VISUAL/PERFORMING ARTS - How do people use the arts to fight for change -- historical examples vs now

APPLIED TECHNOLOGY/BUSINESS - How have big tech companies contributed to genocide in Myanmar

GLOBAL AWARENESS - Uyghur genocide in China

CLIMATE CHANGE - Impact of pollution on poor nations, poor areas of wealthy nations

SEL - It is crucial that students remain respectful, kind, and speak in good faith during these discussions

Learning Plan / Pacing Guide

WEE	DAY to DAY
K 1	DAY 1: Defining key terms and examining the 14th Amendment. Students brainstorm examples of discrimination current. (Give one Get One)
WEE	
K 1	DAY 2: Gender Discrimination: Brainstorm ways women are mistreated in America, chart, take notes, share roles and expectations of women in America.

DAY 3: MeToo Movement, what was its origins, what are its goals, and what does it reveal about the re

DAY 4: Title IX, what did the law do, what was its impact, and an example of how government can pos

DAY 5: QUIZ:

DAY 1: Ageism, students chart examples of ageism in America for young people. Should younger peop
treated differently in the workplace.

DAY 2: Ageism, elderly. What are examples of how older Americans are treated? Guided notes along
Again, focusing the definition of discrimination and the purpose of the 14th amendment.

WEE
K 2

DAY 3: Racism in America: Guided notes on the history of racism in America, drawing the connection
on the history impacts where we are today.

DAY 4: Racism and Police: Students will chart incidents of police brutality and explore the connection
impacted.

DAY 5: Affirmative Action: What it is and is it still needed? Students will chart the pros and cons and
DAYc 1: Students will brainstorm examples of how members of the LGBTQ community are being disc
movement going back to Stonewall.

WEE
K 3

DAY 2: Continue the lesson from the previous day, examining current examples.

DAY 3: Define hate, do a reading on understanding hate, lit circle discussion.

DAY 4: Review of the Unit

DAY 5: ASSESSMENT.

Unit 6: Foreign Policy ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Social Studies Standards

SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
SOC.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
SOC.6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

SOC.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.CS15	Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

Students will analyze the role of the United States in the world and the tools we have to better promote our interests regarding security, trade, and humanitarian issues to make better choices on leaders who best endorse policies that promote our nation and its values.

Concepts

Essential Questions

- Does an interventionist or isolationist foreign policy best suit the United States?
- Does raising tariffs help the American economy?

- How do you want the United States to be viewed around the world?
- How should the U.S. use its financial and military power around the world?
- Should the Executive or Legislative Branch have more power when handling foreign affairs?
- Should the United States police the expansion of WMDs around the world?
- What is foreign policy and what drives it?
- What responsibility does the United States have towards humanitarian issues around the world?
- What strategies should the U.S. use when fighting the war on terror?
- When is it justifiable for a nation to use military power?

Understandings

- America is the leading power in the world today.
- America's foreign policy changes with administrations and changing events.
- Americans struggle with the role the U.S. should play in humanitarian crises around the globe.
- Foreign Policy is determined by many players.
- Many Americans disagree with how the United States should use its military power.
- The War on Terror has created many challenges and led to much debate about whether we should compromise ideals for security

Critical Knowledge and Skills

Knowledge

Students will know:

- America aids many different parts of the world with humanitarian crises and issues.
- America has used nation building, drones, EQTs and night raids to fight the war on terror.
- Foreign aid is a very small fraction of our budget and is used to gain influence over different parts of the world.
- Iran and North Korea are challenging non-proliferation agreements around the world.
- The three main areas of foreign policy are security, trade, and humanitarian issues.
- conflicts in the Middle East continue to lead to concerns over nuclear proliferation and markets such as oil.
- our foreign policy can lead to unintended consequences such as the rise of terrorism.
- tariffs have a huge impact on global trade and prices in domestic markets.
- the United States has had successes and failures when promoting our interests around the world.

- the difference between interventionism and isolationism.

Skills

Students will be able to:

- chart the pros and cons on the use of drones and EQTs.
- develop foreign policy goals for the United States.
- discuss controversial issues in a civil fashion
- identify different nations and regions around the world.
- listen to viewpoints of other students without interruption.
- predict unintended consequences of foreign policy decisions.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- class discussions
- do nows
- exit tickets
- quizzes
- reviews

School Summative Assessment Plan

- American Foreign Policy Power Point Plan
- End of Unit Assessment
- Review Games

Primary Resources

- Class Notes
- UpFront Magazine (relevant articles)

Supplementary Resources

Additional outside Resources:

- clips from documentary Dirty Wars
- primary source on enhanced questioning techniques.
- various websites

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

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- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate the US military budget & how we spend that money

ELA - Read primary sources to compare between different eras of US foreign policy

SCIENCE - Atomic & hydrogen bombs vs. nuclear powered military machinery

SOCIAL STUDIES - Debate US involvement around the world

WORLD LANGUAGES - Why did English become a global language?

VISUAL/PERFORMING ARTS - How do the arts thrive during times of war and conflict? War on Terror protest songs, Ukrainian music, Russian protest songs

APPLIED TECHNOLOGY/BUSINESS - Military Industrial Complex

GLOBAL AWARENESS - How is the United States viewed by others?

CLIMATE CHANGE - Impacts of war & globalization on the environment

Learning Plan / Pacing Guide

WEEK	DAY
	DAY 1: Defining foreign policy, brainstorming challenges we face around the world, identifying the three approaches.
	DAY 2: Examining the role of government and the tools we have to protect our interests abroad. Notes
WEEK 1	DAY 3: Security and the War on Terror: History of al-qaeda and ISIS. What are their goals and what are their methods?
	DAY 4: Ways to fight the War on Terror: Nation Building: Examining the approach by W. Bush and Obama
	DAY 5: Enhanced Questioning Techniques: Used by W. Bush and endorsed by President Trump, what are they?
	DAY 6: Drones and Night Raids: Techniques used extensively by President Obama: Students chart the use of night raids
	DAY 7: QUIZ: Begin showing clips on Dirty Wars, explaining the use of night raids.
	DAY 8: Group discussions on whether we should use night raids.
WEEK 2	DAY 9: WEAPONS OF MASS DESTRUCTION: What are they, what is the history of these weapons?
	DAY 10: Nuclear Weapons: Guided Notes on who has them and who is attempting to get them. Examining North Korea from getting them.
	DAY 11: Chemical and Biological Weapons: Guided notes on their capabilities, students research into their use
	DAY 12: QUIZ on WMDS and their proliferation.
WEEK 3:	DAY 13: HOT SPOTS: Israeli Conflict: Guided notes on the Palestinian/Israeli Conflict. Look at the history of the conflict
	DAY 14: HOT SPOTS: Syrian Civil War: Video on its many players, students chart the goals of the various groups

DAY 15: IRAN: Focus on the nuclear deal and the recent threats and actions.

DAY 16: Humanitarian Issues: Students chart different examples of when the U.S. got involved in dif

DAY 17: Humanitarian Issues: Which of these events should the U.S. got involved in? Why? How did

WEEK
4:

DAY 18: Foreign Policy and Trade: Examine the trade wars with China and its impact.

DAY 19: REVIEW OF THE UNIT.

DAY 20: END OF UNIT TEST

Unit 7: Media ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

Social Studies Standards

SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
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SOC.6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
SOC.6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
SOC.6.1.12.CS16	Contemporary United States: Interconnected Global Society: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.

Transfer Goals

Transfer Goals

Students will learn how much media effects our beliefs and behaviours so that in the long run they will learn to analyze and critical of news and other information they receive.

Concepts

Essential Questions

- How does a citizen make sure they get balanced news and information?
- How does bias effect reporting and news?
- How does media's representation of beauty impact our culture?
- How has 24 hour news punditry further divided Americans?
- How is social media changing the way humans interact both positively and negatively?
- What impact does exposure to violence in media impact our culture?
- What is media?

Understandings

- Americans are subjected to millions of acts of violence in media.
- media comes in various forms.
- media has a great impact on how we feel about ourselves.
- media has a great impact on our belief systems.
- social media is greatly impacting society
- that news media often not objective.

Critical Knowledge and Skills

Knowledge

Students will know:

- bias greatly impacts how news is reported.
- media can exploit individuals to make money.
- media has a great impact on society's view of beauty.
- media includes television, internet, newspapers, radio, magazines, and literature.
- that most Americans get their news to confirm their own biases, and this can be dangerous.
- that some news outlets are more liberal while others are more conservative.
- violence permeates our society through media and makes our society more aggressive.

Skills

Students will be able to:

- better identify bias in the news.
- chart pros and cons
- determine newsworthy vs. not newsworthy
- examine how photoshop impacts media's depiction of beauty
- get a more balanced message from news.
- take and organize notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Kahoots
- class discussions
- discussion groups
- do nows
- exit tickets
- quizzes
- readings and questions

School Summative Assessment Plan

- End of unit assessment
- Review Activity

Primary Resources

- Class Notes
- UpFront Magazine (Relevant Articles)

Supplementary Resources

Additional outside Resources:

- internet resources
- video/news clips

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

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- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate how many days per year we spend on our devices

ELA - Debate the FCC's power to censor language

SCIENCE - How the brain reacts to social media (comparison to slot machines, brain chemistry of dopamine addiction)

SOCIAL STUDIES - How has the wonder and intrigue of new media (radio to VR) continued to evolve throughout history?

WORLD LANGUAGES - Foreign language films at the Oscars, language diversity in music

VISUAL/PERFORMING ARTS - How has the music industry shifted since the streaming era?

APPLIED TECHNOLOGY/BUSINESS - Seek to understand the business model of social media and big tech companies

GLOBAL AWARENESS - How does Hollywood play to the Chinese market?

CLIMATE CHANGE - How has the media impacted the climate conversation?

SEL - Why do we always see the bad news? Explore how to protect your mental health while digesting the news

Learning Plan / Pacing Guide

WEEK	DAY TO DAY
WEEK 1	DAY 1: Intro to media, defining what it is and brainstorming issues surrounding media. Pair and share the problems with media today.

DAY 2: News coverage, define bias, students compare news sites and report back on how three differ

DAY 3: FAKE News: Guided notes on "fake news" Students will be given techniques on how to spot news stories are real or fake.

DAY 4: Media: Video Games: Students read two articles and fill out a chart on the positives and neg

DAY 5: QUIZ

DAY 1: Social Media: Pair and Share/Discussion: How does social media impact your life, 2 good, 2

DAY 2: Students continue to watch "Digital Life" Discussion questions answered in groups.

WEEK
2

DAY 3: MEDIA and IMAGE: How media impacts society's definition of beauty.

DAY 4: Review

DAY 5: ASSESSMENT

Unit 8: Undocumented Immigrants ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

Social Studies Standards

SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

Students will learn the benefits and negatives undocumented immigrants bring to the United States so that in the long run they will be able to analyze and determine which policies will best serve the United States.

Concepts

Essential Questions

- How are undocumented immigrants and national security linked?
- How do undocumented immigrants impact the American economy.
- How do most undocumented immigrants come to America?
- How should America handle the thousands coming to America for asylum?
- Is the border wall the best solution for our undocumented worker problem?
- Should undocumented immigrants have the same rights protected as American citizens.
- What should the United States do regarding the 11 million undocumented workers currently in America?
- What values should be guiding America's immigration policies?

Understandings

- Americans debate the cost effectiveness of a border wall.
- Americans disagree on how to handle the millions of undocumented workers in America.
- immigration is a very divisive issue in America.
- many bills have been proposed but none have passed at the federal level.
- since 9/11, the application process for visas has gotten more strict.
- state and federal governments have struggled to agree on the right approach at the border.

Critical Knowledge and Skills

Knowledge

Students will know:

- amnesty, DREAM Act, Papers Please, PATRIOT Act and other laws and attempted laws to address immigration.
- that our current law are insufficient to handle the current asylum and refugee crises.
- the pros and cons of a border wall.
- the reasons why people come to the United States.
- the war on terror and our immigration laws go hand in hand.
- undocumented immigrants have a positive and negative impact on the economy.

Skills

Students will be able to:

- How to develop an argument
- develop an opinion based on reason not emotion.
- develop ideas for laws to better guide our border and customs offices
- having a civil discussion
- recognize points of views in news coverage.
- take and organize notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- class discussions
- develop a plan for immigration
- do nows
- exit tickets
- kahoots
- quizlet review

School Summative Assessment Plan

- end of unit assessment
- end of unit review

Primary Resources

- Classroom Notes on Classroom
- Upfront Magazine (Relevant Articles)

Supplementary Resources

Additional outside Resources:

- news clips
- websites

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate rates of immigration

ELA - Read primary sources accounts from immigrants who have had varying experiences

SCIENCE - Link between immigration and scientific innovation

SOCIAL STUDIES - US-Latin America relations throughout history

WORLD LANGUAGES - Rise in Spanish-speaking population, Latin American culture in the US

VISUAL/PERFORMING ARTS - Immigration's impact on the arts

APPLIED TECHNOLOGY/BUSINESS - What companies have stake in US immigration policy? How do undocumented immigrants contribute to the US economy?

GLOBAL AWARENESS - Immigration debates around the world (Ukraine refugee crisis vs. Syrian refugee crisis)

CLIMATE CHANGE - Increase in refugees from natural disasters around the world

SEL - Deepen understanding of humanity across borders, empathy for others

Learning Plan / Pacing Guide

WEEK	DAY TO DAY
	DAY 1: Introduce the Problem, guided notes, brainstorming.
	DAY 2: Immigration and National Security, charting terrorist attacks and the immigration status of those convicted.
	DAY 3: Immigration and Amnesty, reading of a girl trying to get into the United States to escape violence, what role should America play?
WEEK 1:	DAY 4: Immigration and Education, the impact of undocumented immigrants on schools, what the law and the challenges it creates.
	DAY 5: QUIZ ON IMMIGRATION
	DAY 6: Border Wall, chart the pros and cons
WEEK 2:	DAY 7: Border Wall continued, its current status and class discussion.
	DAY 8: Immigration and the economy, what are the benefits and negatives of undocumented workers,

are the challenges of mass deportation.

DAY 9: Immigration and the economy continued

DAY 10: Immigration Laws: Students research and identify various laws that have been proposed and they haven't been passed.

Day 11: Review of the unit, kahoot or answering questions.

Week 3

Day 12: ASSESSMENT

Unit 9: Education in America ('22)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

Social Studies Practices

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SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacy & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Social Studies Standards

Transfer Goals

Students will be able to assess and identify the various problems and inequities of America's education system so in the long run they can endorse and actively effect change from both government agencies and public schools to better compete with students around the globe.

Transfer Goals

Concepts

Essential Questions

- Are Americans being priced out of the American dream with college tuition costs?
- Do American schools prepare students for the working world they are entering?
- Do Americans value education?
- How can parents and communities improve their public schools?
- How can students be a part of education reform?
- How do other nations around the world run their schools differently than American schools?
- What can be done to improve the quality of instruction in schools?
- Why are American students struggling to compete with international students in Math and ELA?
- Why does the performance gap exist in American schools?

Understandings

- American schools do a poor job of educating the trades.
- American students are being outperformed on standardized tests.
- The quality of school and kid goes to often depends on the neighborhood his parents/guardians can afford to live in.
- The structure of American schools is outdated.
- There have been many reforms in education in the past ten years.

Critical Knowledge and Skills

Knowledge

Students will know:

- A performance gap exists between races and socio-economic differences.
- College is very expensive and led to outrageously high student loans.
- Other nations are outperforming American schools.
- Reforms for teachers have led to greater accountability.
- The drop out rate has improved.

Skills

Students will be able to:

- analyze problems with schools and develop reforms.
- chart pros and cons
- discuss a controversial issue with civility.
- organize and take notes
- support arguments with facts.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- class discussions
- exit tickets
- quizzes

- review guide
- warm-up questions

School Summative Assessment Plan

- Alternative Assessment: Students develop and plan their own high schools
- End of unit assessment

Primary Resources

- Classroom Notes
- UpFront Scholastic Magazine (Relevant Articles)

Supplementary Resources

Additional outside Resources:

- documentary clips showing schools around the world
- websites

Technology Integration and Differentiated Instruction

Technology Integration

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Interdisciplinary Connections

MATH - Calculate how local tax rates determine public funding for schools

ELA - Read primary source accounts concerning college admissions scandals, fraud colleges

SCIENCE - STEM schools - purpose, debate

SOCIAL STUDIES - History of US school system & US school policy

WORLD LANGUAGES - Emphasis on learning English in foreign schools

VISUAL/PERFORMING ARTS - Explore 'arts' high schools

APPLIED TECHNOLOGY/BUSINESS - What companies have stake in US immigration policy? How do undocumented immigrants contribute to the US economy?

GLOBAL AWARENESS - Compare US school system to Finland and South Korea, other countries around the world

CLIMATE CHANGE - How can schools help the environment?

SEL - How has school impacted your mental health? How can school serve the students of the future?

Learning Plan / Pacing Guide

Weeks	DAY TO DAY
	DAY 1: Establishing the problems in American schools, student input, brainstorming the changes they
	DAY 2: Reading an article criticizing American schools, watching a clip, discussing with students the a
Week 1	DAY 3: Achievement Gap, guided notes, pair and share possible solutions,
	DAY 4: Motivating students, what are ways to get students more engaged and interested in their own e
	DAY 5: QUIZ on education
	DAY 6: The High costs of college, why is tuition so high and how can students avoid the dangers of ex
Week 2	DAY 7: Schools Around the World: Students research and chart how schools are run in different parts

DAY 8: Students complete charts with a class discussion, ranking the ideas they liked the most.

DAY 9: Race to the Top, exam the last major reform in education, looking at the ideas and discussing

DAY 10: Students take a quiz and begin the project of developing their own school

Week 3 DAY 11-13: Students work on complete their school ideas, sharing ideas with the class at the end.