

GRADE: 9-12 Subject: Social Issues

Unit Name: Unit One 1960's and Gay Rights

**Duration: September** 

#### **Essential Questions:**

• How did the social issues of the 1960's help shape the U.S. today? How do the issues of gay rights affect Americans today?

#### **Enduring Understandings:**

- To investigate the social issues in the 1960's and introduce the topics of gay rights.
- Use critical thinking skills to solve the problem of the 1960's and gay rights.
- Compare and contrast the problems with the 1960's and gay rights to today.
- Evaluate the possible solutions to the 1960's and gay rights.

Evaluate society's attitude towards the 1960's and gay rights.

#### **Relevant Standards:**

6.1.12.A.( 13.B 14.B,D,E, 15.B) D(.13.D, 14.D) 6.2.12.D.5.D 6.3.12.D.1

Interdisciplinary Connections: ELA, Social Studies

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize



#### **BOE Approved 4/15**

| GRADE: 9-12   | Subject: Social                   | Issues                     |                                      |  |
|---|-----------------------------------|----------------------------|--------------------------------------|--|
| Tier 3 Vocabulary:  |                                   |                            |                                      |  |
| Core Instructional Materia  | als/Resources/Digital             | Tools:                     |                                      |  |
| Textbook, PowerPoint slides (s  | · ·                               |                            | on of outside resources.             |  |
| 21st Century Themes and S   | kills:                            |                            |                                      |  |
| (CRP Standards)   |                                   |                            |                                      |  |
| <b>CRP1</b> . Act as a responsible and effectively and with reason. <b>CR</b> Employ valid research strategies                          | <b>RP5.</b> Consider the environm | nental, social and econor  | nic impacts of decisions. <b>CRP</b> |  |
| 8.1 Educational Technolog   | gy                                |                            |                                      |  |
| Assessments and Performa  | ance Tasks:                       |                            |                                      |  |
| <ul> <li>Class participation.</li> <li>Oral presentation</li> <li>Written reaction</li> <li>Teacher designed tests and queen</li> </ul> | uizzes designed to address        | s the appropriate levels o | f the students.                      |  |
| -Group work   |                                   |                            |                                      |  |



GRADE: 9-12 Subject: Social Issues

# **Differentiation/Accommodations/Modifications**

| Gifted and Talented  | English Language Learners  | Students with Disabilities  | Students at Risk of<br>School Failure                                     |
|--|--|---|---|
| (content, process, product and learning environment)  Extension Activities | Modifications for Classroom  Modifications for Homework/Assignments  | (appropriate accommodations,<br>instructional adaptations, and/or<br>modifications as determined by the<br>IEP or 504 team) | Modifications for Classroom Pair visual prompts with verbal presentations |
| Conduct research and provide presentation of cultural topics.              | Modified Assignments   | Modifications for Classroom Pair visual prompts with verbal presentations   | Ask students to restate information, directions, and assignments.         |
| Design surveys to generate and analyze data to be used in discussion.      | Native Language Translation<br>(peer, online assistive<br>technology, translation device,<br>bilingual dictionary) | Ask students to restate information, directions, and assignments.   | Repetition and and practice   |
| Debate topics of interest / cultural importance.                           | Extended time for assignment completion as needed  | Repetition and and practice   | Model skills / techniques to be mastered.                                 |



#### **BOE Approved 4/15**

## **Cliffside Park Public Schools**

| Authentic listening and  | Highlight key vocabulary |   |   |
|--|--------------------------|---|---|
| reading sources that provide data and support for speaking and writing prompts.                                  | Use graphic organizers   | Model skills / techniques to be mastered.                                 | Extended time to complete class work                                      |
| Exploration of art and/or artists to understand society  |                          | Extended time to complete class work                                      | Provide copy of classnotes  |
| and history.   |                          | Provide copy of classnotes  | Preferential seating to be mutually determined by the student and teacher |
| Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). |                          | Preferential seating to be mutually determined by the student and teacher | Student may request to use a computer to complete assignments.            |
| Anchor Activities  |                          | Student may request to use a computer to complete assignments.            | Establish expectations for correct spelling on assignments.               |
| Use of Higher Level Questioning Techniques   |                          | Establish expectations for correct spelling on assignments.               | Extra textbooks for home.   |
| Provide assessments at a   |                          | accignition.  |   |



| higher level of thinking |   | Student may request books  |
|--------------------------|---|--|
|                          |   | on tape / CD / digital media,  |
|                          | Extra textbooks for home.   | as available and   |
|                          |   | appropriate.   |
|                          | Student may request books on tape / CD / digital media, as available and appropriate. | Assign a peer helper in the class setting                                  |
|                          | Assign a peer helper in the class setting   | Provide oral reminders and check student work during independent work time |
|                          | Provide oral reminders and  |  |
|                          | check student work during   |  |
|                          | independent work time   | Assist student with long and short term planning of assignments            |
|                          | Assist student with long and  |  |
|                          | short term planning of  |  |
|                          | assignments   | Encourage student to proofread assignments and tests                       |
|                          |   |  |
|                          | Encourage student to  |  |



| GRADE: 9-12 | Subject: Social Issues |   |   |
|-------------|------------------------|---|---|
|             |                        | proofread assignments and                     | Provide regular parent/                                   |
|             |                        | tests   | school communication                                      |
|             |                        | Provide regular parent/ school communication  | Teachers will check/sign student agenda daily             |
|             |                        | Teachers will check/sign student agenda daily | Student requires use of other assistive technology device |
|             |                        | Student requires use of other                 |   |
|             |                        | assistive technology device                   | Modifications for<br>Homework and<br>Assignments          |
|             |                        | Modifications for Homework                    | Extended time to complete                                 |
|             |                        | and Assignments                               | assignments.  |
|             |                        | Extended time to complete                     |   |
|             |                        | assignments.                                  |   |
|             |                        |   | Student requires more                                     |
|             |                        |   | complex assignments to be                                 |
|             |                        | Student requires more                         | broken up and explained in                                |
|             |                        | complex assignments to be                     | smaller units, with work to                               |
|             |                        | broken up and explained in                    | be submitted in phases.                                   |
|             |                        | smaller units, with work to be                |   |



| GRADE: 9-12 | Subject: Social Issues |                     |                                |
|-------------|------------------------|---------------------|--------------------------------|
|             | submitted in           | phases.             |                                |
|             |                        |                     | Provide the student with       |
|             | Provide the            | student with        | clearly stated (written)       |
|             | clearly state          | d (written)         | expectations and grading       |
|             | expectations           | and grading         | criteria for assignments.      |
|             | criteria for a         | ssignments.         |                                |
|             |                        |                     | Implement RAFT activities      |
|             |                        | AFT activities as   | as they pertain to the types / |
|             | 7 1                    | to the types /      | modes of communication         |
|             |                        | mmunication         | (role, audience, format,       |
|             | (role, audier          | ce, format, topic). | topic).                        |
|             | Modificatio            | ns for              | Modifications for              |
|             | Assessmen              | ts                  | Assessments                    |
|             | Extended tir           | ne on classroom     | Extended time on classroom     |
|             | tests and qu           | zzes.               | tests and quizzes.             |
|             |                        |                     |                                |
|             | Student may            | take/complete       | Student may take/complete      |
|             | tests in an a          | ternate setting as  | tests in an alternate setting  |
|             | needed.                |                     | as needed.                     |
|             |                        |                     |                                |
|             |                        | ead, and clarify    | Restate, reread, and clarify   |
|             | directions/qu          | estions             | directions/questions           |
|             |                        |                     |                                |



| GRADE: 9-12 | Subject: Social Issues     |                            |
|-------------|----------------------------|----------------------------|
|             | Distribute study guide for | Distribute study guide for |
|             | classroom tests.           | classroom tests.           |
|             |                            |                            |
|             | Establish procedures for   | Establish procedures for   |
|             | accommodations /           | accommodations /           |
|             | modifications for          | modifications for          |
|             | assessments.               | assessments.               |
| ı           |                            |                            |
|             |                            |                            |



| lissues |
|---------|
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Unit Name: Unit Two: Aids and Harassment

**Duration: October** 

#### **Essential Questions:**

• How does this disease affect us as a society? Is there a problem with harassment in America today?

#### **Enduring Understandings:**

- To explore the social issue of "AIDS" in the New World.
- To examine all types of harassment
- Use critical thinking skills to solve the problem of aids and harassment.
- Compare and contrast the problems with aids and harassment from the past to today.
- Evaluate the possible solutions to the problem with aids and harassment. Evaluate society's attitude towards the problems with aids and harassment.

#### **Relevant Standards:**

6.1.12.A(14.D,E 16.B) C.16.A D(15.A) 6.2.12(.A.5.E), (D.5.C)

**Interdisciplinary Connections: ELA** 

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize

Tier 3 Vocabulary:



| GRADE: 9-12  | Subject: Social Issues   |
|--|--|
| <b>Core Instructional Materials/Res</b>  | ources/Digital Tools:  |
| Textbook, PowerPoint slides (student ta  | ake notes from slides), and various collection of outside resources.   |
| 21st Century Themes and Skills:  | <b>CRP1</b> . Act as a responsible and contributing citizen and employee. <b>CRP2</b> . Apply appropriate academic and technical |
|  | skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and                  |
| (CRP Standards)  | economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research                          |
|  | strategies. CRP8. Utilize critical thinking to make sense of problems  |
|  |  |
|  |  |
|  |  |
| 8.1 Educational Technology   |  |
|  |  |
|  |  |
| <b>Assessments and Performance Ta</b>  | sks:   |
|  |  |
| Class discussion   |  |
| <ul> <li>Student presentation</li> <li>Write reaction paper Using video-tape, newsp</li> </ul> | vanors dittos internet and library   |
| • write reaction paper Using video-tape, newsp   | apers, unitos, internet, and invialy   |

- -Teacher designed tests and quizzes designed to address the appropriate levels of the students.
- -Group work



GRADE: 9-12 Subject: Social Issues

# **Differentiation/Accommodations/Modifications**

| Gifted and Talented  | English Language Learners   | Students with Disabilities  | Students at Risk of<br>School Failure                                     |
|--|---|---|---|
| (content, process, product and learning environment)  Extension Activities | Modifications for Classroom  Modifications for Homework/Assignments                                       | (appropriate accommodations,<br>instructional adaptations, and/or<br>modifications as determined by the<br>IEP or 504 team) | Modifications for Classroom Pair visual prompts with verbal presentations |
| Conduct research and provide presentation of cultural topics.              | Modified Assignments  | Modifications for Classroom Pair visual prompts with verbal presentations   | Ask students to restate information, directions, and assignments.         |
| Design surveys to generate and analyze data to be used in discussion.      | Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) | Ask students to restate information, directions, and assignments.   | Repetition and and practice   |
| Debate topics of interest / cultural importance.                           | Extended time for assignment completion as needed   | Repetition and and practice   | Model skills / techniques to be mastered.                                 |



#### **BOE Approved 4/15**

## **Cliffside Park Public Schools**

| Authentic listening and  | Highlight key vocabulary |   |   |
|--|--------------------------|---|---|
| reading sources that provide data and support for speaking and writing prompts.                                  | Use graphic organizers   | Model skills / techniques to be mastered.                                 | Extended time to complete class work                                      |
| Exploration of art and/or artists to understand society  |                          | Extended time to complete class work                                      | Provide copy of classnotes  |
| and history.   |                          | Provide copy of classnotes  | Preferential seating to be mutually determined by the student and teacher |
| Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). |                          | Preferential seating to be mutually determined by the student and teacher | Student may request to use a computer to complete assignments.            |
| Anchor Activities  |                          | Student may request to use a computer to complete assignments.            | Establish expectations for correct spelling on assignments.               |
| Use of Higher Level Questioning Techniques   |                          | Establish expectations for correct spelling on assignments.               | Extra textbooks for home.   |
| Provide assessments at a   |                          | accignition.  |   |



| higher level of thinking |                               | Student may request books     |
|--------------------------|-------------------------------|-------------------------------|
|                          |                               | on tape / CD / digital media, |
|                          | Extra textbooks for home.     | as available and              |
|                          |                               | appropriate.                  |
|                          | Ctudent may request backs     |                               |
|                          | Student may request books     |                               |
|                          | on tape / CD / digital media, | Assign a peer helper in the   |
|                          | as available and appropriate. | class setting                 |
|                          |                               | oladd delling                 |
|                          |                               |                               |
|                          | Assign a peer helper in the   | Provide oral reminders and    |
|                          | class setting                 | check student work during     |
|                          |                               | independent work time         |
|                          |                               |                               |
|                          | Provide oral reminders and    |                               |
|                          | check student work during     | Assist student with long and  |
|                          | independent work time         | Assist student with long and  |
|                          |                               | short term planning of        |
|                          |                               | assignments                   |
|                          | Assist student with long and  |                               |
|                          | short term planning of        |                               |
|                          | assignments                   | Encourage student to          |
|                          | g                             | proofread assignments and     |
|                          |                               | tests                         |
|                          |                               |                               |
|                          | Encourage student to          |                               |



| GRADE: 9-12 | Subject: Social Issues |   |   |
|-------------|------------------------|---|---|
|             |                        | proofread assignments and                     | Provide regular parent/                                   |
|             |                        | tests   | school communication                                      |
|             |                        | Provide regular parent/ school communication  | Teachers will check/sign student agenda daily             |
|             |                        | Teachers will check/sign student agenda daily | Student requires use of other assistive technology device |
|             |                        | Student requires use of other                 |   |
|             |                        | assistive technology device                   | Modifications for<br>Homework and<br>Assignments          |
|             |                        | Modifications for Homework                    | Extended time to complete                                 |
|             |                        | and Assignments                               | assignments.  |
|             |                        | Extended time to complete                     |   |
|             |                        | assignments.                                  |   |
|             |                        |   | Student requires more                                     |
|             |                        |   | complex assignments to be                                 |
|             |                        | Student requires more                         | broken up and explained in                                |
|             |                        | complex assignments to be                     | smaller units, with work to                               |
|             |                        | broken up and explained in                    | be submitted in phases.                                   |
|             |                        | smaller units, with work to be                |   |



| Subject: Social Issues  |   |
|---|---|
| submitted in phases.  |   |
| Provide the student with clearly stated (written)                                   | Provide the student with clearly stated (written) expectations and grading  |
| criteria for assignments.  Implement RAFT activities as                             | criteria for assignments.  Implement RAFT activities as they pertain to the types /   |
| they pertain to the types / modes of communication (role, audience, format, topic). | modes of communication (role, audience, format, topic).   |
| Modifications for Assessments Extended time on classroom tests and quizzes.         | Modifications for Assessments Extended time on classroom tests and quizzes.   |
| Student may take/complete tests in an alternate setting as needed.                  | Student may take/complete tests in an alternate setting as needed.  |
| Restate, reread, and clarify directions/questions                                   | Restate, reread, and clarify directions/questions   |
|   | submitted in phases.  Provide the student with clearly stated (written) expectations and grading criteria for assignments.  Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).  Modifications for Assessments Extended time on classroom tests and quizzes.  Student may take/complete tests in an alternate setting as needed.  Restate, reread, and clarify |



| GRADE: 9-12 | Subject: Social Issues     |                            |
|-------------|----------------------------|----------------------------|
|             | Distribute study guide for | Distribute study guide for |
|             | classroom tests.           | classroom tests.           |
|             |                            |                            |
|             | Establish procedures for   | Establish procedures for   |
|             | accommodations /           | accommodations /           |
|             | modifications for          | modifications for          |
|             | assessments.               | assessments.               |
|             |                            |                            |
|             |                            |                            |



GRADE: 9-12 Subject: Social Issues

**Unit Name: Unit Three: Health Care and Animal Rights** 

**Duration: November** 

#### **Essential Questions:**

• Where do you envision health care in the future? Do you think that animals have rights?

- To examine Heath-care reform in American society and investigate animal rights.
- Use critical thinking skills to solve the problems of heath care and animal rights.
- Compare and contrast the problems with the heath care and animal rights from the past to today.
- Evaluate the possible solutions to the problem with heath care and animal rights
- Evaluate society's attitude towards the heath care and animal rights.

#### **Relevant Standards:**

6.1.12.(A.14.C&D), (D.14.D) 6.2.12.D.5.C 6.3.12.A.1& C.1

**Interdisciplinary Connections: ELA** 

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize



GRADE: 9-12 Subject: Social Issues

| Core Instructional Materials/Res        | ources/Digital Tools:  |
|---|--|
| Textbook, PowerPoint slides (student ta | ake notes from slides), and various collection of outside resources.   |
| 21st Century Themes and Skills:         | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical   |
| (CRP Standards)                         | skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| 8.1 Educational Technology              |  |

#### **Assessments and Performance Tasks:**

- Written essay
- Class participation
- Oral presentation
- -Teacher designed tests and quizzes designed to address the appropriate levels of the students.
- -Group work



GRADE: 9-12 Subject: Social Issues

# **Differentiation/Accommodations/Modifications**

| Gifted and Talented  | English Language Learners  | Students with Disabilities  | Students at Risk of<br>School Failure                                     |
|--|--|---|---|
| (content, process, product and learning environment)  Extension Activities | Modifications for Classroom  Modifications for Homework/Assignments  | (appropriate accommodations,<br>instructional adaptations, and/or<br>modifications as determined by the<br>IEP or 504 team) | Modifications for Classroom Pair visual prompts with verbal presentations |
| Conduct research and provide presentation of cultural topics.              | Modified Assignments   | Modifications for Classroom Pair visual prompts with verbal presentations   | Ask students to restate information, directions, and assignments.         |
| Design surveys to generate and analyze data to be used in discussion.      | Native Language Translation<br>(peer, online assistive<br>technology, translation device,<br>bilingual dictionary) | Ask students to restate information, directions, and assignments.   | Repetition and and practice   |
| Debate topics of interest / cultural importance.                           | Extended time for assignment completion as needed  | Repetition and and practice   | Model skills / techniques to be mastered.                                 |



**BOE Approved 4/15** 

## **Cliffside Park Public Schools**

| Authentic listening and          | Highlight key vocabulary |                                 |                                  |
|----------------------------------|--------------------------|---------------------------------|----------------------------------|
| reading sources that provide     | l                        |                                 |                                  |
| data and support for speaking    | Use graphic organizers   | Model skills / techniques to be | Extended time to complete        |
| and writing prompts.             |                          | mastered.                       | class work                       |
|                                  |                          |                                 | Don't have a state of the second |
| Exploration of art and/or        |                          | Extended time to complete       | Provide copy of classnotes       |
| artists to understand society    |                          | class work                      |                                  |
| and history.                     |                          | Class Work                      | Preferential seating to be       |
|                                  |                          |                                 | mutually determined by the       |
|                                  |                          | Provide copy of classnotes      | student and teacher              |
| Implement RAFT Activities as     |                          |                                 |                                  |
| they pertain to the types /      |                          |                                 |                                  |
| modes of communication           |                          | Preferential seating to be      | Student may request to use       |
| (role, audience, format, topic). |                          | mutually determined by the      | a computer to complete           |
|                                  |                          | student and teacher             | assignments.                     |
|                                  |                          |                                 |                                  |
| Anchor Activities                |                          | Student may request to use a    | Establish expectations for       |
|                                  |                          | computer to complete            | correct spelling on              |
|                                  |                          | assignments.                    | assignments.                     |
| Use of Higher Level              |                          |                                 |                                  |
| Questioning Techniques           |                          |                                 |                                  |
|                                  |                          | Establish expectations for      |                                  |
|                                  |                          | correct spelling on             | Extra textbooks for home.        |
| Provide assessments at a         |                          | assignments.                    |                                  |
| i Tovide assessifients at a      |                          |                                 |                                  |



| higher level of thinking |   | Student may request books  |
|--------------------------|---|--|
|                          |   | on tape / CD / digital media,  |
|                          | Extra textbooks for home.   | as available and   |
|                          |   | appropriate.   |
|                          | Student may request books on tape / CD / digital media, as available and appropriate. | Assign a peer helper in the class setting                                  |
|                          | Assign a peer helper in the class setting   | Provide oral reminders and check student work during independent work time |
|                          | Provide oral reminders and  |  |
|                          | check student work during independent work time                                       | Assist student with long and short term planning of assignments            |
|                          | Assist student with long and short term planning of                                   |  |
|                          | assignments   | Encourage student to   |
|                          |   | proofread assignments and tests  |
|                          | <br>Encourage student to  |  |



| GRADE: 9-12 | Subject: Social Issues |  |   |
|-------------|------------------------|--|---|
|             |                        | proofread assignments and                    | Provide regular parent/                       |
|             |                        | tests  | school communication                          |
|             |                        | Provide regular parent/ school communication | Teachers will check/sign student agenda daily |
|             |                        | Teachers will check/sign                     |   |
|             |                        | student agenda daily                         | Student requires use of                       |
|             |                        | ,  | other assistive technology                    |
|             |                        |  | device  |
|             |                        | Student requires use of other                |   |
|             |                        | assistive technology device                  | Modifications for                             |
|             |                        |  | Homework and                                  |
|             |                        | Madifications for Homowork                   | Assignments                                   |
|             |                        | Modifications for Homework and Assignments   | Extended time to complete                     |
|             |                        | Extended time to complete                    | assignments.                                  |
|             |                        | assignments.                                 |   |
|             |                        | Student requires more                        | Student requires more                         |
|             |                        | complex assignments to be                    | complex assignments to be                     |
|             |                        | broken up and explained in                   | broken up and explained in                    |
|             |                        | smaller units, with work to be               | smaller units, with work to                   |
|             |                        | submitted in phases.                         | be submitted in phases.                       |



| GRADE: 9-12 | Subject: Social Issues |                                  |   |
|-------------|------------------------|----------------------------------|---|
|             |                        |                                  |   |
|             |                        | Provide the student with         | Provide the student with                          |
|             |                        | clearly stated (written)         | clearly stated (written)                          |
|             |                        | expectations and grading         | expectations and grading                          |
|             |                        | criteria for assignments.        | criteria for assignments.                         |
|             |                        | Implement RAFT activities as     | Implement RAFT activities                         |
|             |                        | they pertain to the types /      | as they pertain to the types /                    |
|             |                        | modes of communication           | modes of communication                            |
|             |                        | (role, audience, format, topic). | (role, audience, format,                          |
|             |                        |                                  | topic).   |
|             |                        | Modifications for                |   |
|             |                        | Assessments                      | Modifications for                                 |
|             |                        | Extended time on classroom       | Assessments                                       |
|             |                        | tests and quizzes.               | Extended time on classroom                        |
|             |                        |                                  | tests and quizzes.                                |
|             |                        | Student may take/complete        |   |
|             |                        | tests in an alternate setting as | Student may take/complete                         |
|             |                        | needed.                          | tests in an alternate setting                     |
|             |                        |                                  | as needed.  |
|             |                        | Restate, reread, and clarify     |   |
|             |                        | directions/questions             | Restate, reread, and clarify directions/questions |
|             |                        | Distribute study guide for       |   |



| RADE: 9-12 | Subject: Social Issues |   |  |
|------------|------------------------|---|--|
|            |                        | room tests.   | Distribute study guide for classroom tests.                              |
|            | accoi<br>modii         | olish procedures for<br>mmodations /<br>fications for<br>ssments. | Establish procedures for accommodations / modifications for assessments. |
|            |                        |   |  |
|            |                        |   |  |
|            |                        |   |  |
|            |                        |   |  |
|            |                        |   |  |



**GRADE:** 9-12 Subject: Social Issues

Unit Name: Unit Four: Gun Control and First Amendment Rights

**Duration: December** 

#### **Essential Questions:**

Do you think that Americans have the rights to "bear arms"?

Are the rights established by the first amendment as valid today as they were in the 1780's?

#### **Enduring Understandings:**

- To analyze and investigate gun control in America today and explore the first amendment rights.
- Use critical thinking skills to solve the problem of gun control and first amendment rights.
- Compare and contrast the problems with the gun control and first amendment rights from the past to today.
- Evaluate the possible solutions to the problem with gun control and first amendment rights.

Evaluate society's attitude towards gun control and first amendment rights.

#### **Relevant Standards:**

 $6.1.12.(A.2.B\&D,\,A.14.B,D,E)\ (D.2.B,D\quad D.14.B)\quad 6.3.12.D.1$ 

**Interdisciplinary Connections: ELA** 



Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize

Tier 3 Vocabulary:

Core Instructional Materials/Resources/Digital Tools:

Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.

21st Century Themes and Skills:

(CRP Standards)

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research strategies. CRP8. Utilize critical thinking to make sense of problems

#### Assessments and Performance Tasks:

- Current events
- Investigate gun control
- Write a 250- word essay on First Amendment Rights
- -Teacher designed tests and guizzes designed to address the appropriate levels of the students.
- -Group work



GRADE: 9-12 Subject: Social Issues

# **Differentiation/Accommodations/Modifications**

| Gifted and Talented  | English Language Learners  | Students with Disabilities  | Students at Risk of School<br>Failure  |
|--|--|---|--|
| (content, process, product and learning environment)  Extension Activities | Modifications for Classroom  Modifications for Homework/Assignments  | (appropriate accommodations,<br>instructional adaptations, and/or<br>modifications as determined by the<br>IEP or 504 team) | Modifications for<br>Classroom<br>Pair visual prompts with<br>verbal presentations |
| Conduct research and provide presentation of cultural topics.              | Modified Assignments   | Modifications for Classroom Pair visual prompts with verbal presentations   | Ask students to restate information, directions, and assignments.                  |
| Design surveys to generate and analyze data to be used in discussion.      | Native Language Translation<br>(peer, online assistive<br>technology, translation device,<br>bilingual dictionary) | Ask students to restate information, directions, and assignments.   | Repetition and and practice  |
| Debate topics of interest / cultural importance.                           | Extended time for assignment completion as needed  | Repetition and and practice   | Model skills / techniques to be mastered.  |



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## **Cliffside Park Public Schools**

| Authentic listening and  | Highlight key vocabulary |   |   |
|--|--------------------------|---|---|
| reading sources that provide data and support for speaking and writing prompts.                                  | Use graphic organizers   | Model skills / techniques to be mastered.                                 | Extended time to complete class work                                      |
| Exploration of art and/or artists to understand society  |                          | Extended time to complete class work                                      | Provide copy of classnotes  |
| and history.   |                          | Provide copy of classnotes  | Preferential seating to be mutually determined by the student and teacher |
| Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). |                          | Preferential seating to be mutually determined by the student and teacher | Student may request to use a computer to complete assignments.            |
| Anchor Activities  |                          | Student may request to use a computer to complete assignments.            | Establish expectations for correct spelling on assignments.               |
| Use of Higher Level Questioning Techniques   |                          |   |   |
|  |                          | Establish expectations for correct spelling on assignments.               | Extra textbooks for home.   |
| Provide assessments at a   |                          | assigninents.   |   |



|                          | Subject: Social issues | T   |   |
|--------------------------|------------------------|---|---|
| higher level of thinking |                        | Extra textbooks for home.   | Student may request books on tape / CD / digital media, as available and appropriate. |
|                          |                        | Student may request books on tape / CD / digital media, as available and appropriate. | Assign a peer helper in the class setting   |
|                          |                        | Assign a peer helper in the class setting   | Provide oral reminders and check student work during independent work time            |
|                          |                        | Provide oral reminders and check student work during independent work time            | Assist student with long and short term planning of assignments                       |
|                          |                        | Assist student with long and short term planning of assignments                       | Encourage student to proofread assignments and tests                                  |
|                          |                        | Encourage student to  |   |



| GRADE: 9-12 | Subject: Social Issues                        |   |
|-------------|---|---|
|             | proofread assignments and                     | Provide regular parent/                                   |
|             | tests   | school communication                                      |
|             | Provide regular parent/ school communication  | Teachers will check/sign student agenda daily             |
|             | Teachers will check/sign student agenda daily | Student requires use of other assistive technology device |
|             | Student requires use of other                 |   |
|             | assistive technology device                   | Modifications for Homework and Assignments                |
|             | Modifications for Homework                    | Extended time to complete                                 |
|             | and Assignments                               | assignments.  |
|             | Extended time to complete                     |   |
|             | assignments.                                  |   |
|             |   | Student requires more                                     |
|             |   | complex assignments to be                                 |
|             | Student requires more                         | broken up and explained in                                |
|             | complex assignments to be                     | smaller units, with work to                               |
|             | broken up and explained in                    | be submitted in phases.                                   |
|             | smaller units, with work to be                |   |



| GRADE: 9-12 | Subject: Social Issues |  |  |
|-------------|------------------------|--|--|
|             |                        | submitted in phases.   |  |
|             |                        | Provide the student with clearly stated (written) expectations and grading criteria for assignments. | Provide the student with clearly stated (written) expectations and grading criteria for assignments. |
|             |                        | Implement RAFT activities as they pertain to the types /   | Implement RAFT activities as they pertain to the types / modes of communication                      |
|             |                        | modes of communication (role, audience, format, topic).  | (role, audience, format, topic).   |
|             |                        | Modifications for Assessments Extended time on classroom tests and quizzes.                          | Modifications for Assessments Extended time on classroom tests and quizzes.                          |
|             |                        | Student may take/complete tests in an alternate setting as needed.                                   | Student may take/complete tests in an alternate setting as needed.                                   |
|             |                        | Restate, reread, and clarify directions/questions  | Restate, reread, and clarify directions/questions  |
|             |                        |  |  |



| Distribute study guide for |  |
|----------------------------|--|
| Distribute study guide for | Distribute study guide for                 |
| classroom tests.           | classroom tests.                           |
| Establish procedures for   | Establish procedures for                   |
| accommodations /           | accommodations /                           |
| modifications for          | modifications for                          |
| assessments.               | assessments.                               |
|                            |  |
|                            |  |
|                            | classroom tests.  Establish procedures for |



GRADE: 9-12 Subject: Social Issues

Unit Name: Unit Five: Terrorism and Drugs

**Duration: January** 

#### **Essential Questions:**

• Can terrorists ever be stopped? Is there a problem with drug abuse in America today?

#### **Enduring Understandings:**

- Two week lesson
- To explore terrorism before and after 9/11
- To examine the abuse of drugs
- Use critical thinking skills to solve the problems with terrorism and drugs.
- Compare and contrast the problems with the terrorism and drugs from the past to today.
- Evaluate the possible solutions to the terrorism and drug problems.
- Evaluate society's attitude towards the terrorism and drugs.

#### **Relevant Standards:**

6.1.12.A(.15.B,.16.A,C) (D.11.E, 15.B,D) 6.2.12.A.5.D, 6.3.12.D.1

**Interdisciplinary Connections: ELA** 

Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize



| GRADE: 9-12  | Subject: Social Issues  |
|--|---|
|  |   |
| Tier 3 Vocabulary:   |   |
| Core Instructional Materials/Res   | sources/Digital Tools:  |
| Textbook, PowerPoint slides (student to                                  | ake notes from slides), and various collection of outside resources.  |
| 21st Century Themes and Skills:  | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technica |
|  | skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and |
| (CRP Standards)  | economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid research         |
|  | strategies. CRP8. Utilize critical thinking to make sense of problems   |
|  |   |
|  |   |
| 8.1 Educational Technology   |   |
|  |   |
| Assessments and Performance Ta   | ısks:   |
| Written assignment   |   |
| Class discussion   |   |
| Student presentation   |   |
| Worksheets     Tasks   |   |
| <ul> <li>Tests</li> <li>Teacher designed tests and quizzes de</li> </ul> | esigned to address the appropriate levels of the students.  |
| reaction designed tests and quizzes de                                   | saighted to address the appropriate levels of the students.   |
| -Group work  |   |



GRADE: 9-12 Subject: Social Issues

# **Differentiation/Accommodations/Modifications**

| Gifted and Talented  | English Language Learners   | Students with Disabilities  | Students at Risk of<br>School Failure                                     |
|--|---|---|---|
| (content, process, product and learning environment)  Extension Activities | Modifications for Classroom  Modifications for Homework/Assignments                                       | (appropriate accommodations,<br>instructional adaptations, and/or<br>modifications as determined by the<br>IEP or 504 team) | Modifications for Classroom Pair visual prompts with verbal presentations |
| Conduct research and provide presentation of cultural topics.              | Modified Assignments  | Modifications for Classroom Pair visual prompts with verbal presentations   | Ask students to restate information, directions, and assignments.         |
| Design surveys to generate and analyze data to be used in discussion.      | Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) | Ask students to restate information, directions, and assignments.   | Repetition and and practice   |
| Debate topics of interest / cultural importance.                           | Extended time for assignment completion as needed   |   | Model skills / techniques to be mastered.                                 |



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## **Cliffside Park Public Schools**

|  | Highlight key vocabulary | Repetition and and practice   |       |   |
|--|--------------------------|---|-------|---|
| Authentic listening and reading sources that provide data and support for speaking and writing prompts.          | Use graphic organizers   | Model skills / techniques to be mastered.                                 | class | nded time to complete work  de copy of classnotes                 |
| Exploration of art and/or artists to understand society and history.   |                          | Extended time to complete class work                                      | mutua | rential seating to be<br>ally determined by the<br>nt and teacher |
|  |                          | Provide copy of classnotes  |       |   |
| Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). |                          | Preferential seating to be mutually determined by the student and teacher | a com | ent may request to use nputer to complete nments.                 |
| Anchor Activities  |                          | Student may request to use a computer to complete assignments.            | corre | olish expectations for<br>ct spelling on<br>nments.               |
| Use of Higher Level  |                          |   |       |   |
| Questioning Techniques   |                          | Establish expectations for correct spelling on                            | Extra | textbooks for home.   |



| GRADE. 3-12              | Subject. Social issues |   |                               |
|--------------------------|------------------------|---|-------------------------------|
|                          |                        | assignments.                                    | Student may request books     |
|                          |                        |   | on tape / CD / digital media, |
| Provide assessments at a |                        |   | as available and              |
| higher level of thinking |                        | Extra textbooks for home.                       | appropriate.                  |
|                          |                        | Extra textbooks for nome.                       |                               |
|                          |                        |   |                               |
|                          |                        | Student may request books                       | Assign a peer helper in the   |
|                          |                        | on tape / CD / digital media,                   | class setting                 |
|                          |                        | as available and appropriate.                   | olass setting                 |
|                          |                        | ас этотого от орргория                          |                               |
|                          |                        |   | Provide oral reminders and    |
|                          |                        |   | check student work during     |
|                          |                        | Assign a peer helper in the                     | independent work time         |
|                          |                        | class setting                                   |                               |
|                          |                        |   |                               |
|                          |                        | Provide oral reminders and                      | Assistat to the Million and   |
|                          |                        |   | Assist student with long and  |
|                          |                        | check student work during independent work time | short term planning of        |
|                          |                        | Independent work time                           | assignments                   |
|                          |                        |   |                               |
|                          |                        |   |                               |
|                          |                        | Assist student with long and                    | Encourage student to          |
|                          |                        | short term planning of                          | proofread assignments and     |
|                          |                        | assignments                                     | tests                         |
|                          |                        |   |                               |
|                          |                        |   |                               |



| GRADE: 9-12 | Subject: Social Issues |                                |                             |
|-------------|------------------------|--------------------------------|-----------------------------|
|             |                        |                                | Provide regular parent/     |
|             |                        |                                | school communication        |
|             |                        | Encourage student to           |                             |
|             |                        | proofread assignments and      |                             |
|             |                        | tests                          |                             |
|             |                        |                                | Teachers will check/sign    |
|             |                        |                                | student agenda daily        |
|             |                        | Provide regular parent/ school |                             |
|             |                        | communication                  |                             |
|             |                        |                                | Student requires use of     |
|             |                        |                                | other assistive technology  |
|             |                        | Teachers will check/sign       | device                      |
|             |                        | student agenda daily           | 461.66                      |
|             |                        | Student agenda dany            |                             |
|             |                        |                                | Modifications for           |
|             |                        |                                | Homework and                |
|             |                        | Student requires use of other  | Assignments                 |
|             |                        | assistive technology device    | Extended time to complete   |
|             |                        |                                | assignments.                |
|             |                        |                                |                             |
|             |                        | Modifications for Homework     |                             |
|             |                        | and Assignments                | Student requires more       |
|             |                        | Extended time to complete      | complex assignments to be   |
|             |                        | assignments.                   | broken up and explained in  |
|             |                        |                                | smaller units, with work to |
|             |                        |                                | be submitted in phases.     |
|             |                        | Student requires more          |                             |



| GRADE: 9-12 | Subject: Social Issues           |                                |
|-------------|----------------------------------|--------------------------------|
|             | complex assignments to be        |                                |
|             | broken up and explained in       |                                |
|             | smaller units, with work to be   | Provide the student with       |
|             | submitted in phases.             | clearly stated (written)       |
|             |                                  | expectations and grading       |
|             |                                  | criteria for assignments.      |
|             | Provide the student with         |                                |
|             | clearly stated (written)         | Implement RAFT activities      |
|             | expectations and grading         | as they pertain to the types / |
|             | criteria for assignments.        | modes of communication         |
|             |                                  | (role, audience, format,       |
|             | Implement RAFT activities as     | topic).                        |
|             | they pertain to the types /      |                                |
|             | modes of communication           | Modifications for              |
|             | (role, audience, format, topic). | Assessments                    |
|             |                                  | Extended time on classroom     |
|             | Modifications for                | tests and quizzes.             |
|             | Assessments                      |                                |
|             | Extended time on classroom       |                                |
|             | tests and quizzes.               | Student may take/complete      |
|             |                                  | tests in an alternate setting  |
|             |                                  | as needed.                     |
|             | Student may take/complete        |                                |
|             | tests in an alternate setting as |                                |
|             | needed.                          | Restate, reread, and clarify   |
|             |                                  | directions/questions           |
|             |                                  |                                |
|             | Restate, reread, and clarify     |                                |



| GRADE: 9-12 | Subject: Social Issues     |                            |
|-------------|----------------------------|----------------------------|
|             | directions/questions       | Distribute study guide for |
|             |                            | classroom tests.           |
|             | Distribute study guide for | or                         |
|             | classroom tests.           | Establish procedures for   |
|             |                            | accommodations /           |
|             |                            | modifications for          |
|             | Establish procedures fo    | r assessments.             |
|             | accommodations /           |                            |
|             | modifications for          |                            |
|             | assessments.               |                            |
|             |                            |                            |

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common core state standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects*. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

New Jersey State Department of Education. (2014). New Jersey core curriculum content standards. Trenton, NJ: Author.