



BOE Approved 4/15

## Cliffside Park Public Schools

**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**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Social Issues**

<b>Tier 3 Vocabulary:</b>					
<b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.					
<b>21<sup>st</sup> Century Themes and Skills:</b>  <b>(CRP Standards)</b>  <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical 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					
<b>8.1 Educational Technology</b>					
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"><li>• Class participation.</li><li>• Oral presentation</li><li>• Written reaction</li></ul> -Teacher designed tests and quizzes designed to address the appropriate levels of the students.  -Group work					



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Social Issues**

### Differentiation/Accommodations/Modifications

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



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**GRADE: 9-12**

**Subject: Social Issues**

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

**GRADE: 9-12**

**Subject: Social Issues**

<p>higher level of thinking</p>		<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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**GRADE: 9-12**

**Subject: Social Issues**

		<p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p>		<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Social Issues**

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

**Subject: Social Issues**

		<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>		<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Social Issues**

**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:**



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**Subject: Social Issues**

<b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.	
<b>21<sup>st</sup> Century Themes and Skills:</b>  (CRP Standards)	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical 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
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"><li>• Class discussion</li><li>• Student presentation</li><li>• Write reaction paper Using video-tape, newspapers, dittos, internet, and library</li><li>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</li> <li>-Group work</li></ul>	



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**Subject: Social Issues**

### Differentiation/Accommodations/Modifications

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



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**GRADE: 9-12**

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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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**GRADE: 9-12**

**Subject: Social Issues**

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

**GRADE: 9-12**

**Subject: Social Issues**

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

**Subject: Social Issues**

		<p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Social Issues**

		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.
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## Cliffside Park Public Schools

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



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**GRADE: 9-12**

**Subject: Social Issues**

<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.	
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical 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
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"><li>• Written essay</li><li>• Class participation</li><li>• Oral presentation</li><li>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</li> <li>-Group work</li></ul>	



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### Differentiation/Accommodations/Modifications

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



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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<p>higher level of thinking</p>		<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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**GRADE: 9-12**

**Subject: Social Issues**

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

**Subject: Social Issues**

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

**Subject: Social Issues**

classroom tests.

Establish procedures for accommodations / modifications for assessments.

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.





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## Cliffside Park Public Schools

**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 D.14.B) 6.3.12.D.1

**Interdisciplinary Connections: ELA**



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**GRADE: 9-12**

**Subject: Social Issues**

<b>Tier 2 Vocabulary:</b> analyze, compile, demonstrate, explore, irrelevant, synthesize	
<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b>  Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.	
<b>21<sup>st</sup> Century Themes and Skills:</b>  <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical 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
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"><li>• Current events</li><li>• Investigate gun control</li><li>• Write a 250- word essay on First Amendment Rights</li></ul> -Teacher designed tests and quizzes designed to address the appropriate levels of the students.  -Group work	



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**GRADE: 9-12**

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## Differentiation/Accommodations/Modifications

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



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**GRADE: 9-12**

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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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**GRADE: 9-12**

**Subject: Social Issues**

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

**GRADE: 9-12**

**Subject: Social Issues**

		<p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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		<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>		<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**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**



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<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.	
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical 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
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b>	
<ul style="list-style-type: none"> <li>• Written assignment</li> <li>• Class discussion</li> <li>• Student presentation</li> <li>• Worksheets</li> <li>• Tests</li> </ul> <p>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</p> <p>-Group work</p>	



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## Differentiation/Accommodations/Modifications

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



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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<p>Provide assessments at a higher level of thinking</p>		<p>assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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**GRADE: 9-12**

**Subject: Social Issues**

		<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p>complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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		directions/questions  Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.
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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.