

Cliffside Park High School
Social Issues Pacing Guide
August 2018

Unit of Study	Length of Time
1960s and Gay Rights	4 weeks
AIDS and Harassment	4 weeks
Gun Control and First Amendment Rights	4 weeks
Health Care and Animal Rights	4 weeks
Terrorism and Drugs	4 weeks

Social Issues Curriculum
Cliffside Park High School
August 2018

GRADE: **Social Issues 9-12 Grade (Elective)**

Unit Name: **1960s and Gay Rights**

Duration: **4 weeks**

Enduring Understanding:

- 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.

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?

Assessments:

Formative:

- Class participation
- Oral presentation
- Written reaction
- Journal of famous American during this time period
- Video analysis

- Children's book
- Cartoon

Summative:

- Unit test

Benchmarks:

- Social Issues benchmark exam administered by all Social Issues teachers upon completion of unit

Alternative:

- Group presentation on topic pertinent to unit of study

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.13.a--Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 6.1.12.A.13.b--Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.13.c--Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.D.13.d--Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.A.14.b--Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d--Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.g--Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

- 6.1.12.D.14.d--Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.14.e--Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f--Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10
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21st Century Standards

- CRP1: Act as a responsible and contributing student
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and well-being

Interdisciplinary Activities and Connections:

- Social Issues teachers will work with the Art Department to create political posters that were pertinent to the unit of study

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

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| <p>facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language | |
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GRADE: Social Issues 9-12 Grade (Elective)

Unit Name: AIDS and Harassment

Duration: 4 weeks

Enduring Understanding:

- 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.

Essential Questions:

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

Assessments:

Formative:

- Class participation
- Oral presentation

- Written reaction
- Journal of famous American during this time period
- Video analysis
- Children's book
- Cartoon

Summative:

- Unit test

Benchmarks:

- Social Issues benchmark exam administered by all Social Issues teachers upon completion of unit

Alternative:

- Group presentation on topic pertinent to unit of study

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.13.a--Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 6.1.12.A.13.b--Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.13.c--Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.D.13.d--Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.A.14.b--Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d--Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.g--Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- 6.1.12.D.14.d--Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.14.e--Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f--Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

21st Century Standards

- CRP1: Act as a responsible and contributing student
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and well-being

Interdisciplinary Activities and Connections:

- Social Issues teachers will work with the Art Department to create political posters that were pertinent to the unit of study

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	and explain information in their native language	
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GRADE: Social Issues 9-12 Grade (Elective)

Unit Name: Gun Control and First Amendment Rights

Duration: 4 weeks

Enduring Understanding:

- 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.

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?

Assessments:

Formative:

- Class participation
- Oral presentation
- Written reaction
- Journal of famous American during this time period
- Video analysis
- Children's book
- Cartoon

Summative:

- Unit test

Benchmarks:

- Social Issues benchmark exam administered by all Social Issues teachers upon completion of unit

Alternative:

- Group presentation on topic pertinent to unit of study

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.13.a--Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 6.1.12.A.13.b--Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.13.c--Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.D.13.d--Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.A.14.b--Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d--Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.g--Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- 6.1.12.D.14.d--Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.14.e--Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f--Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Issues teachers will work with the Art Department to create political posters that were pertinent to the unit of study

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: Social Issues 9-12 Grade (Elective)

<p>Unit Name: Health care and Animal Rights Duration: 4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● 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.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Where do you envision health care in the future? ● Do you think that animals have rights?

Assessments:**Formative:**

- Class participation
- Oral presentation
- Written reaction
- Journal of famous American during this time period
- Video analysis
- Children's book
- Cartoon

Summative:

- Unit test

Benchmarks:

- Social Issues benchmark exam administered by all Social Issues teachers upon completion of unit

Alternative:

- Group presentation on topic pertinent to unit of study

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.13.a--Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
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- 6.1.12.A.13.c--Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.D.13.d--Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.A.14.b--Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d--Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.g--Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- 6.1.12.D.14.d--Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

- 6.1.12.D.14.e--Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f--Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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21st Century Standards

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Interdisciplinary Activities and Connections:

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GRADE: Social Issues 9-12 Grade (Elective)

<p>Unit Name: Terrorism and Drugs Duration: 4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • 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.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Can terrorists ever be stopped? • Is there a problem with drug abuse in America today?
<p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Class participation • Oral presentation • Written reaction • Journal of famous American during this time period • Video analysis • Children's book • Cartoon <p>Summative:</p> <ul style="list-style-type: none"> • Unit test

Benchmarks:

- Social Issues benchmark exam administered by all Social Issues teachers upon completion of unit

Alternative:

- Group presentation on topic pertinent to unit of study

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.13.a--Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
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