Department of College and Career Readiness

Education and Training I
Curriculum

5.0 Credits

Unit One
Education and Training I

Course Description

This course examines the issues related to and affecting education. It explores the impact of the educational system on the individual, local community, society, and nation. Conversely, it examines the impact of the individual, local community, and nation on the educational system. The concepts of critical thinking, document analysis, and synthesis will be employed by the student to draw conclusions related the methodology currently employed by the educational system in comparison to other current, historical, and international methods of education.
# Education and Training I

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Rights and Responsibilities</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Short topics in School and Community Relationships</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Education Reform</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Comparative Education</td>
<td>approx. 9 weeks</td>
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</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.  **Example of use within unit:** Create an editorial post that supports or opposes Thomas Jefferson’s views on education.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.  **Example of use within unit:** Create a blog entry post that discusses the implications and effects of the Individuals with Disability Act (IDEA) on education policy and on students.

- **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.  **Example of use within unit:** Develop and digitally publish a capstone project that reviews best practices to prevent harassment, intimidation, and bullying, including cyber bullying.

- **Research and Information Literacy**
  - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.  **Example of use within unit:** Analyze qualitative and quantitative data to determine trends in education such as public opinion on Affirmative Action in education and public school enrollment.
### Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. <strong>Example of use within unit:</strong> Write a position paper supporting or opposing federal involvement in state and local education processes.</td>
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<tr>
<th>CRP7. Employ valid and reliable research strategies.</th>
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<tr>
<td>Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. <strong>Example of use within unit:</strong> Research, examine and analyze early educational systems in the United States using credible sources.</td>
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<tr>
<th>CRP11. Use technology to enhance productivity.</th>
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<tr>
<td>Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. <strong>Example of use within unit:</strong> Create a PowerPoint or Prezi presentation that provides a visual aid to explain the fourth amendment rights of students.</td>
</tr>
</tbody>
</table>
**WIDA Proficiency Levels**: At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6- Reaching | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| 5- Bridging | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| 4- Expanding | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| 3- Developing | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
**Language Development Supports For English Language Learners**  
To Increase Comprehension and Communication Skills

<table>
<thead>
<tr>
<th>Environment</th>
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| - Welcoming and stress-free  
- Respectful of linguistic and cultural diversity  
- Honors students' background knowledge  
- Sets clear and high expectations  
- Includes routines and norms  
- Is thinking-focused vs. answer-seeking  
- Offers multiple modalities to engage in content learning and to demonstrate understanding  
- Includes explicit instruction of specific language targets  
- Provides participation techniques to include all learners |  
| - Integrates learning centers and games in a meaningful way  
- Provides opportunities to practice and refine receptive and productive skills in English as a new language  
- Integrates meaning and purposeful tasks/activities that:  
  o Are accessible by all students through multiple entry points  
  o Are relevant to students’ lives and cultural experiences  
  o Build on prior mathematical learning  
  o Demonstrate high cognitive demand  
  o Offer multiple strategies for solutions  
  o Allow for a language learning experience in addition to content |  

<table>
<thead>
<tr>
<th>Sensory Supports*</th>
<th>Graphic Supports*</th>
<th>Interactive Supports*</th>
<th>Verbal and Textual Supports</th>
</tr>
</thead>
</table>
| - Real-life objects (realia) or concrete objects  
- Physical models  
- Manipulatives  
- Pictures & photographs  
- Visual representations or models such as diagrams or drawings  
- Videos & films  
- Newspapers or magazines  
- Gestures  
- Physical movements  
- Music & songs | - Graphs  
- Charts  
- Timelines  
- Number lines  
- Graphic organizers  
- Graphing paper | - In a whole group  
- In a small group  
- With a partner such as Turn-and-Talk  
- In pairs as a group (first, two pairs work independently, then they form a group of four)  
- In triads  
- Cooperative learning structures such as Think-Pair-Share  
- Interactive websites or software  
- With a mentor or coach | - Labeling  
- Students’ native language  
- Modeling  
- Repetitions  
- Paraphrasing  
- Summarizing  
- Guiding questions  
- Clarifying questions  
- Probing questions  
- Leveled questions such as What? When? Where? How? Why?  
- Questioning prompts & cues  
- Word Banks  
- Sentence starters  
- Sentence frames  
- Discussion frames  
- Talk moves, including Wait Time |  

**Building Equity in Your Teaching Practice**

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
<tr>
<td>This unit / lesson is connected to other topics explored with students.</td>
<td>This unit / lesson provides context to the history of privilege and oppression.</td>
<td>This unit / lesson helps students question and unpack biases &amp; stereotypes.</td>
<td>The instruction has been modified to meet the needs of each student.</td>
<td>There are opportunities for students to connect with the community.</td>
</tr>
<tr>
<td>There are multiple viewpoints reflected in the content of this unit / lesson.</td>
<td>This unit / lesson addresses power relationships.</td>
<td>This unit / lesson helps students examine research and question information and sources.</td>
<td>Students feel respected and their cultural identities are valued.</td>
<td>My classroom is welcoming and supportive for all students?</td>
</tr>
<tr>
<td>The materials and resources are reflective of the diverse identities and experiences of students.</td>
<td>This unit / lesson helps students develop research and critical thinking skills.</td>
<td>The curriculum encourages discussion and understanding about the groups of people being represented.</td>
<td>Additional supports have been provided for students to become successful and independent learners.</td>
<td>I am aware of and sensitive to the needs of my students and their families.</td>
</tr>
<tr>
<td>The content affirms students, as well as exposes them to experiences other than their own.</td>
<td>This curriculum creates windows and mirrors* for students.</td>
<td>This unit / lesson challenges dominant perspectives.</td>
<td>Opportunities are provided for student to reflect on their learning and provide feedback.</td>
<td>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</td>
</tr>
</tbody>
</table>

### Culturally Relevant Pedagogy Examples

- **Relationships:**
  - Learn about your students' individual cultures.
  - Adapt your teaching to the way your students learn.
  - Develop a connection with challenging students.
  - Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.).

- **Curriculum:**
  - Incorporate student-centered stories, vocabulary and examples.
  - Incorporate relatable aspects of students' lives.
  - Create lessons that connect the content to your students' culture and daily lives.
  - Incorporate instructional materials that relate to a variety of cultures.

- **Instructional Delivery:**
  - Establish an interactive dialogue to engage all students.
  - Continuously interact with students and provide frequent feedback.
  - Use frequent questioning as a means to keep students involved.
  - Intentionally address visual, tactile, and auditory learners.
  - Present relatable real world problems.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>

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**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction
- Provide lecture notes/outline
- Graphic organizers
- Consistent daily structured routine
- Frequent feedback
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
### Interdisciplinary Connections

**English Language Arts**
- Journal writing (NJSLSA.W2)
- Close reading of education related content (NJSLSA.R1)
- Create a blog entry about Affirmative Action in Education (NJSLSA.W2)

**Social Studies**
- Research the perspective of prominent historical individuals on public education (6.1.12.D.3.d)

**World Language**
- Translate newsletter op-eds, and editorials into another language (7.1.NH.A.5)

**Math**
- Track enrollment trends in public and private education (S.ID.B.5)

**Fine & Performing Arts**
- Re-enact events that led to hallmark court cases that affected education policy (1.3.12.C.1)

**Science**
- Research different theories used to support and challenge the heredity of intelligence (HS.LS4.1)
New Jersey Student Learning Standards

9.3 – Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.7: Explain legal rights that apply to individuals and practitioners within education and training settings.

Pathway: Administration & Administrative Support (ED-ADM)

- 9.3.12.ED-ADM.2: Identify behaviors necessary for developing and sustaining a positive learning culture.

Pathway: Professional Support Services (ED-PS)

- 9.3.12.ED-PS.3: Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4: Identify resources and support services available in the learning organization to enhance the learning environment.

6.1 – U.S. History: America in the World

- 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.C.14.d: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.2 – World History / Global Studies

• 6.2.12.A.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

NJSLS - English-Language Arts – Reading

Key Ideas and Details:

• NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure:

• NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas:

• NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLS - English-Language Arts – Writing

Text Types and Purpose:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS - English-Language Arts – Speaking and Listening

Comprehension and Collaboration:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
## Course: Education and Training I

### Unit: I – Rights and Responsibilities

**Grade Level:** 9-10

### New Jersey Student Learning Standards (NJSLS):

### Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Identify, examine, and analyze early educational systems in the United States.</th>
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### Essential Questions

- What were the political, economic and social motivations of having an educated population?
- How did local/state governments play a role in the creation of educational systems?
- What was the role of religion in early American education?
- What was the role of parents in the early American educational system?

### Skills & Indicators

- Define Public Education.
- Describe various early education systems in the United States.
- Identify motivations for having an educated population.
- Describe the changing role of religion in early education.
- Describe the changing role that parents play in education.

### Sample Activities

- **Graphic organizer:** Create a three column graphic organizer outlining the political, economic and social motivations of having an educated population.
- **Editorial:** Write an editorial supporting or opposing Thomas Jefferson’s views on education.
- **Close reading:** *The Education of Children*

### Resources

- **Colonial Education**
  - [http://www.chesapeake.edu/Library/EDU_101/eduhist_colonial.asp](http://www.chesapeake.edu/Library/EDU_101/eduhist_colonial.asp)
- **Video: Education in Early America Birth of Public Schools and Universities**
- **Early American**
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
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<tr>
<td>Compare and contrast various educational systems from early America.</td>
<td>What are some regional differences in educational expectations in early education systems in America?</td>
<td>List differences between education systems in the Northern, Middle and Southern Colonies.</td>
<td>Concept map: Create a concept map that outlines the educational expectations of schools in the Northern, Middle and Southern colonies.</td>
<td>Education in the Colonies <a href="http://www.educationworld.com/a_lesson/TM/EducationInTheColonies.shtml">link</a></td>
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<tr>
<td></td>
<td>How were female and male students educated similarly?</td>
<td>Compare and contrast the goals of education in the different colonies.</td>
<td>Venn Diagram: Create a Venn Diagram that compares and contrasts how female and male students were educated differently.</td>
<td>The Middle Colonies <a href="http://alumni.cc.gettysburg.edu/~s330558/middle.html">link</a></td>
</tr>
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<td></td>
<td>How were indentured servants educated?</td>
<td>Identify the impact of various education systems on their respective societies.</td>
<td>Short Response: Summarize the</td>
<td>The Southern Colonies <a href="http://alumni.cc.gettysburg.edu/~s330558/southern.html">link</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the differences in education for female and male students.</td>
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<td>The Education of Indentured Servants in Colonial America <a href="http://scholar.lib.vt.edu/ej">link</a></td>
</tr>
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<td>Explain the influence of economic status on education.</td>
<td>Identify the benefits of Federal</td>
<td>experience that an indentured servant might have in pursuit of educational attainment.</td>
<td>journals/JOTS/v33/v33n2/snyder.pdf</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>The History of Women and Education</td>
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<td><a href="https://www.nwhm.org/online-exhibits/education/1700s_1.htm">https://www.nwhm.org/online-exhibits/education/1700s_1.htm</a></td>
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<td>Education of Women 2 <a href="http://americanhistory.abc-clio.com/Search/Display/1535846?terms=education">http://americanhistory.abc-clio.com/Search/Display/1535846?terms=education</a></td>
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<tr>
<td>Examine and summarize the role of State and the why is there no specific provision for education in</td>
<td>Why is there no specific provision for education in</td>
<td></td>
<td>Constitution of the United States</td>
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</table>
| Federal governments in the US educational system. | the US Constitution? Despite there being no specific provision for education in the US Constitution, how and why was the role of the Federal government in education increased throughout the years? What are New Jersey’s constitutional provisions for education? How do the provisions in State constitutions differ in regards to education? | Government controlled public education.  
- Identify the detriments of Federal Government controlled public education.  
- Identify the benefits of State controlled public education.  
- Identify the detriments of State controlled public education.  
- Explain the increasing role of the Federal Government in education.  
- Identify state provisions for education.  
- Compare and contrast educational provisions of different states. | create a tri-fold brochure comparing and contrasting two other State’s constitutional provisions for education with New Jersey’s provisions.  
**Position paper:** Write a 2-3 page position paper supporting or opposing Federal involvement in State and Local education processes.  
**Concept Map:** Outline and summarize New Jersey’s constitutional provisions for education.  
**Graphic organizer:** Create a graphic organizer that compares and contrasts New Jersey’s constitutional provisions for education with that of at least 2 states. | http://www.archives.gov/exhibits/charters/constitution_transcript.html  
http://www2.ed.gov/about/overview/fed/role.html  
The Federal Role in Education  
http://www2.ed.gov/about/overview/fed/role.html  
The Role of the Federal Government in Public Education History  
The Role of the Federal Government in Public Education in the United States  
http://www.departments.bucknell.edu/edu/ed370/federal.html  
New Jersey 1947 State Constitution  
http://www.nj.gov/state/archives/constitutions/njconst47.html |
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| NJSLSA.W2                        | with a Free and Appropriate Education (FAPE)? | on legal boundaries.  
- Identify sources for obtaining assistance in interpreting legal responsibilities.  
- Explain consequences of non-compliance.  
- Identify the goals of the Individuals with Disabilities and Education Act (IDEA).  
- Identify the goals of Free and Appropriate Education (FAPE). | had on education policy, and on students.  
**Journal entry:** Write a reflection piece where you discuss your experience in the Paterson Public School system and your school's ability to provide students with a free and appropriate education (FAPE).  
**Concept map:** Create a concept map that examines and analyzes the Individuals with Disabilities and Education Act.  
**Newspaper op-ed:** Write an op-ed piece that discusses whether or not school athletics should be segregated by gender. | School Districts-An Overview  
**First Amendment Schools**  
http://www.firstamendmentschools.org/  
**Free Appropriate Public Education for Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973**  
https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html |
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<td></td>
<td>the enforcement/implementation of Title IX of the Education Amendments of 1972?</td>
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<td>Fourth Circuit Court <a href="http://sogpubs.unc.edu/electronicversions/slb/slbwin07/article1.pdf">http://sogpubs.unc.edu/electronicversions/slb/slbwin07/article1.pdf</a></td>
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<td>Full Inclusion is Neither Free Nor Appropriate <a href="http://www.ascd.org/publications/educational-leadership/dec94/vol52/num04/Full-Inclusion-Is-Neither-Free-Nor-Appropriate.aspx">http://www.ascd.org/publications/educational-leadership/dec94/vol52/num04/Full-Inclusion-Is-Neither-Free-Nor-Appropriate.aspx</a></td>
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<td>Title IX, Education Amendments of 1972 <a href="http://www.dol.gov/oasam/regs/statutes/titleix.htm">http://www.dol.gov/oasam/regs/statutes/titleix.htm</a></td>
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<td>Title IX: Enforcement</td>
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| **Analyze the method that constitutional rights are applied to students in the school environment.** | How do the landmark cases, Tinker v. Des Moines (1969), Hazelwood v. Kuhlmeier (1988), and Bethel v. Fraser (1986), affect student free speech?  
How is the Fourth Amendment applied in a school setting?  
▪ Identify 3 constitutional rights students have in their school environment.  
▪ Identify 3 landmark cases about student free speech.  
▪ Identify 3 landmark cases about search and seizure.  
▪ Explain major laws affecting a variety of issues in learning settings.  
▪ Explain personal and | **Re-enactment:** Groups will re-enact the events that resulted in one of the three landmark court cases, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, or Bethel v. Fraser.  
**Gallery walk:** Create a poster examining and outlining the issue, facts, reasoning, majority opinion, and dissent of one of the three landmark court cases, Tinker v. Des Moines, | **Highlights**  
**Title IX- Gender Equity in Education**  
**First Amendment Schools**  
http://www.firstamendmentschools.org/  
**Important Court Cases**  
Tinker v. Des Moines  
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| Safford Unified School District v. Redding clarify student and schools rights in regards to search and seizure? | organizational liabilities associated with major laws. ▪ Identify regulatory agencies. | Hazelwood v. Kuhlmeier, or Bethel v. Fraser. **Prezi or Powerpoint:** In small groups research and create presentations that explain the 4th amendment rights of students. | schools.html

**Hazelwood v. Kuhlmeier**
https://prezi.com/prpk1dzau9b4u/hazelwood-v-kuhlmeier/

**Bethel v. Fraser**
http://www.phschool.com/atschool/ss_web_codes/supreme_court_cases/bethel.html

**Fourth Amendment**
http://judiciallearningcenter.org/your-4th-amendment-rights/

**Team debate**
http://www.ippf.idebate.o
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| **Apply ethical reasoning to interpret the NJ Anti-Bullying Bill of Rights Act.** | According to the NJ Anti-Bullying Bill of Rights Act, what constitutes harassment, intimidation, and bullying? How does the NJ Anti-Bullying Bill of Rights Act protect students from harassment, intimidation, and bullying in NJ schools? What are some of the possible consequences | - Define and provide examples of harassment, intimidation, and bullying.  
- Identify ways that the Anti-Bullying Bill of Rights improves the school environment.  
- Identify consequences of breaking anti-bullying or anti-discrimination laws. | **Capstone project:** Create a Harassment, Intimidation, and Bullying (HIB) presentation that reviews the best practices to prevent HIB, and includes a post assessment for peer-to-peer HIB trainings.  
**Interviews:** Interview 2-3 staff members to discuss how their school works towards protecting | http://www.readwritethink.org/files/resources/interactives/timeline_2/  
Current Events: https://newsela.com/  
NJ DOE HARASSMENT, INTIMIDATION & BULLYING (HIB) http://www.state.nj.us/education/students/safety/behavior/hib/  
Capstone information: http://www.state.nj.us/education/students/safety/behavior/hib/overview.pdf |
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</table>
| NJSLSA.SL3 NJSLSA.R1 NJSLSA.R4 NJSLSA.R8 | of breaking anti-bullying and discrimination laws? | ▪ Identify sources of applicable ethical codes.  
▪ Analyze applicable ethical codes.  
▪ Explain personal and organizational liabilities associated with ethical codes.  
▪ Identify regulatory agencies. | students from harassment, intimidation and bullying. | NJEA Anti-Bullying Website  
http://www.njea.org/issues-and-political-action/anti-bullying |
| Determine the effectiveness of the NJ Anti-Bullying Bill of Rights Act in reducing harassment, intimidation, and bullying in NJ schools. | How does the NJ Anti-Bullying Bill of Rights Act discourage harassment, intimidation, and bullying?  
How effective is the NJ Anti-Bullying Act in reducing cases on harassment, intimidation, and bullying?  
What is the future of anti-bullying laws? | ▪ Identify methods of discouraging harassment, intimidation and bullying.  
▪ Data-Analysis  
▪ Analyze recent data on numbers of incidents of bullying.  
▪ Utilize appropriate data-collection strategies.  
▪ Analyze data accurately.  
▪ Justify conclusions.  
▪ Determine the | Position paper: Write a 2-3 page position paper that discuss whether or not all states should adopt similar legislation to the NJ Anti Bullying Bill of Rights Act?  
Newspaper op-ed: Write a newspaper article expressing your opinion on the effectiveness of anti-bullying legislation.  
Analyzing Trends: Research the number of incidence of bullying and | NJ DOE HARASSMENT, INTIMIDATION & BULLYING (HIB)  
http://www.state.nj.us/education/students/safety/behavior/hib/  
Violence, Vandalism and Substance Abuse in New Jersey Schools:  
http://www.state.nj.us/education/schools/vandv/  
Annual Report of NJ Bullying Task Force  
http://www.state.nj.us/ed |
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<td>9.3.12.ED-PS.3</td>
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<td>Effectiveness of Anti-</td>
<td>create graphs to</td>
<td>ucation/students/safety/behavior/hib/task/AnnualReport15.pdf</td>
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<tr>
<td>9.3.12.ED-PS.4</td>
<td></td>
<td>Bullying Bill of Rights.</td>
<td>demonstrate the decline</td>
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<td>NJSLSA.SL1</td>
<td></td>
<td>▪ Predict the future of Anti-Bullying Laws.</td>
<td>or growth of bullying over the last 10 years.</td>
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<td>NJSLSA.SL3</td>
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<td>▪ Analyze the research to prepare for your Position Paper.</td>
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<td>NJSLSA.R1</td>
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<td>▪ Outline the protected classes within educational communities that fall under Affirmative Action legislation.</td>
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<td>NJSLSA.R8</td>
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<td>▪ What is Affirmative Action?</td>
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<td>▪ What are the protected classes that fall under Affirmative Action legislation?</td>
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<td>▪ What is the role of schools in ensuring the rights of protected classes that fall under Affirmative Action legislation?</td>
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<td>NJSLSA.R1</td>
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<td>▪ Define Affirmative Action.</td>
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<td>▪ Define the goals of Affirmative Action legislation.</td>
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<td>▪ Identify the benefits of Affirmative Action.</td>
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<td>▪ Identify the detriments of Affirmative Action.</td>
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<td>▪ Identify the protected classes under Affirmative Action legislation.</td>
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<td>▪ Identify the consequences of non-compliance with Affirmative Action legislation.</td>
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<td><strong>Primary and secondary Source analysis:</strong></td>
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<td>▪ Current event: Read and summarize a current event article that analyzes Affirmative Action controversies in higher education.</td>
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<td>▪ Fish Bowl Activity: Discuss the controversies of</td>
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<td>NJSLSA.R1</td>
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<td>▪ The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission</td>
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<td>▪ The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission</td>
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|                                  |                     | ▪ Identify support systems and resources to promote Affirmative Action.  

Examine and analyze quantitative and qualitative data to determine trends in public opinion towards Affirmative Action in an educational environment.

**NJSLS:**
6.1.12.D.5.c  
6.1.12.A.13.a  
6.1.12.A.13.b  
6.1.12.C.14.d  
9.3.12.ED.3  
9.3.12.ED.6  
9.3.12.ED.7  
9.3.12.ED-PS.3  
9.3.12.ED-PS.4  
NJSLSA.SL1  
NJSLSA.SL3

What are trends in public opinion towards Affirmative Action in an educational environment?  
How have trends in public opinion towards Affirmative Action in an educational environment affected the implementation of Affirmative Action policy?  
Is Affirmative Action still necessary to protect the classes?  
Current event: Read and summarize an article about current trends in public opinion towards Affirmative Action in an educational environment.  
Debate topic: Do you think that Affirmative Action is still necessary to protect the classes included in Affirmative Action legislation?  
Blog entry: Write a blog entry expressing whether or not you support the usage of Affirmative Action in the college admissions process.  

Current Events [https://newsela.com/](https://newsela.com/)

In U.S., Most Reject Considering Race in College Admissions  

Public Strongly Backs Affirmative Action Programs on Campus  
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<td>legislation.</td>
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<td>Identify emerging trends in education, and assess the degree of support these trends receive from various political influences and interest groups.</td>
<td>What are current enrollment trends in public education in the United States? What are current enrollment trends in private education in the United States? How have political and interest groups used enrollment and demographic trends to affect education policies? To what degree do interest groups have an influence on public</td>
<td>Define public education. Define private education. Identify 3 benefits and detriments of public education. Identify 3 benefits and detriments of private education. Identify 3 trends in private and public education. Explain goals of public and private education. Explain alignment of services and support</td>
<td><strong>Graphs and charts:</strong> Create a graph/chart comparing the demographic changes in school enrollment in the United States. <strong>Round table discussion:</strong> Discuss possible reasons that explain rising/decreasing enrollment trends in public and private schools. <strong>Graphic organizer:</strong> Outline the vision/perspective of the</td>
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**NJSLS:**
- 6.1.12.D.5.c
- 6.1.12.C.14.d
- 6.1.12.D.16.b
- 9.3.12.ED.3
- 9.3.12.ED-PS.3
- 9.3.12.ED-PS.4
- NJSLSA.SL1
- NJSLSA.SL3
- NJSLSA.R1

**Resources**
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<td>Interviews: Conduct interviews with at least 3 faculty members that examines and discusses which interest/lobbying group has the greatest impact on education policy development, and implementation.</td>
<td>Status and Trends in the Education of Racial and Ethnic Groups: <a href="http://nces.ed.gov/pubs2010/2010015.pdf">http://nces.ed.gov/pubs2010/2010015.pdf</a></td>
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|                                  |                    |                    |                   | **The Politics of Common Core**  
|                                  |                    |                    |                   | **The Cost of Education: A Disproportionate Influence:**  
|                                  |                    |                    |                   | **U.S. Educational Policy Interest Groups**  
http://hepg.org/her-home/issues/harvard-educational-review-volume-65-issue-3/herbooknote/u-s- |
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<td><a href="http://education.msu.edu/epc/library/documents/WP%2042%20How%20do%20teachers%20unions%20influence%20education%20policy.pdf">educational-policy-interest-groups_295</a></td>
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**Educational Policy Interest Groups**

How Do Teachers’ Unions Influence Education Policy? What We Know and What We Need To Learn

[Link](http://education.msu.edu/epc/library/documents/WP%2042%20How%20do%20teachers%20unions%20influence%20education%20policy.pdf)
Unit 1 Vocabulary

Affirmative Action  Lobbying
Apprenticeship  New England Primer
Board of Education v. Earls  NJ Anti-Bullying Bill of Rights Act
Dame School  Protected classes
First Amendment  The Civil Rights Act of 1964
Fourth Amendment  The Individuals with Disabilities and Education Act (IDEA)
Free and Appropriate Education  Thomas Jefferson
Indentured servant  Tinker v. Des Moines (1969)
Interest group  Title IX of the Education Amendments of 1972

Vernonia School District 47J v. Acton

Suggested Unit Projects

Choose At Least One

Attend one Board of Education meeting and write an editorial expressing your opinion about one of the topics discussed at the meeting.

In a group create an action plan for your school that will better enable your school to provide its students with a free and appropriate education.
# Suggested Structured Learning Experiences

| The Old School House-  
| 35 Brainerd St.  
| Mt. Holly, New Jersey 08060  
| [http://www.colonialdamesnj.org/properties/](http://www.colonialdamesnj.org/properties/)  

| Historic Village at Allaire-  
| Allaire State Park  
| 4263 Atlantic Ave.  
| Farmingdale, New Jersey 07727  
| Phone: 732-919-3500 Fax: 732-938-3302  
| Email: info@allairevillage.org  
| [www.allairevillage.org](http://www.allairevillage.org)  

| Supreme Court of New Jersey  
| 25 Market St.  
| Trenton, New Jersey 08625  
| Phone: 609-292-9580  
| Email: webmaster.mailbox.judiciary.state.nj.us  
| [www.judiciary.state.nj.us/supreme](http://www.judiciary.state.nj.us/supreme)  

| Paterson Public Schools  
| Central Office  
| 90 Delaware Ave.  
| Paterson, NJ 07503  
| [www.paterson.k12.nj.us](http://www.paterson.k12.nj.us)  

| Community Charter School of Paterson  
| 75 Spruce Street  
| Paterson, NJ 07501  