

Issues in Education

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.

Issues in Education

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Rights and Responsibilities	approx. 9 weeks
Unit 2	Short topics in School and Community Relationships	approx. 9 weeks
Unit 3	Education Reform	approx. 8 weeks
Unit 4	Comparative Education	approx. 9 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ 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.

➤ Creativity and Innovation

- € Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ Communication and Collaboration

- € Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ Digital Citizenship

- € Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ 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.

➤ Critical Thinking, Problem Solving, Decision Making

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

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.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

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.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

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.6: Analyze ethical and legal policies of professional education and training practice.
- 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.D.3.d: Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 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.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

- ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- ED 06 Analyze ethical and legal policies of professional education and training practice.
- ED 07 Explain legal rights that apply to individuals and practitioners within education and training settings.
- ED-ADM 2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- ED-PS 3 Identify resources and support services to meet learners' needs.
- ED-PS 4 Identify resources and support services available in the learning organization to enhance the learning environment.

<p>Course: Issues in Education</p> <p>Unit: I – Rights and Responsibilities</p> <p>Grade Level: 11</p>	<p>Unit Overview:</p> <p>Educational foundations and the rights of the student, parent, and school system.</p>
<p>New Jersey Student Learning Standards (NJSLS): 6.1.12.D.3.d, 6.1.12.A.13.a, 6.1.12.A.13.b, 6.1.12.C.14.d, 6.2.12.A.2.a, 9.3.12.ED.3, 9.3.12.ED.6, 9.3.12.ED.7, 9.3.12.ED-ADM.2, 9.3.12.ED-PS.3, 9.3.12.ED-PS.4, NJLSA.W1, NJLSA.W2, NJLSA.R1, NJLSA.R4, NJLSA.R8, NJLSA.SL1, NJLSA.SL3</p>	
<p>Common Career Technical Core (CCTC): ED 3, ED 6, ED 7, ED-ADM 2, ED-PS 3, ED-PS 4</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify, examine, and analyze early educational systems in the United States.</p> <p>NJSLS: 6.1.12.D.3.d 6.1.12.D.5.c 6.1.12.C.14.d 6.2.12.A.2.a 9.3.12.ED.3 NJLSA.R1</p> <p>CCTC: ED 3</p>	<p>What were the political, economic and social motivations of having an educated population?</p> <p>How did local/state governments play a role in the creation of educational systems?</p> <p>What was the role of religion in early American education?</p> <p>What was the role of parents in the early</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Graphic organizer: Create a three column graphic organizer outlining the political, economic and social motivations of having an educated population.</p> <p>Editorial: Write an editorial supporting or opposing Thomas Jefferson’s views on education</p> <p>Close reading: The Education of Children</p>	<p>Colonial Education http://www.chesapeake.edu/Library/EDU_101/eduhist_colonial.asp</p> <p>Video: Education in Early America Birth of Public Schools and Universities http://education-portal.com/academy/lesson/education-in-early-america-birth-of-public-schools-and-universities.html</p>

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	American educational process?	<p>parents play in education.</p> <ul style="list-style-type: none"> ▪ Describe the influences of local and state governments on education. ▪ Explain Thomas Jefferson’s views on education. 	Document Analysis Worksheet	<p>Early American Education http://www.faqs.org/childhood/Co-Fa/Education-United-States.html</p> <p>Thomas Jefferson on Education http://americanhistory.abclio.com/Search/Display/254484?terms=education</p> <p>Cotton Mather article http://school.nettrekker.com/goExternal?np=/sections/external/web/external.ftl&pp=/sections/external/web/external.ftl&evlCode=665&productName=school&al=Middle</p> <p>Document Analysis Worksheet http://www.archives.gov/</p>

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				education/lessons/worksheets/
<p>Compare and contrast various educational systems from early America.</p> <p>NJSLS: 6.1.12.D.3.d 6.1.12.D.5.c 6.1.12.C.14.d 6.2.12.A.2.a 9.3.12.ED.3 NJSLSA.R1 NJSLSA.R8</p> <p>CCTC: ED 3</p>	<p>What are some regional differences in educational expectations in early education systems in America?</p> <p>How were female and male students educated differently?</p> <p>How were female and male students educated similarly?</p> <p>How were indentured servants educated?</p>	<ul style="list-style-type: none"> ▪ List differences between education systems in the Northern, Middle and Southern Colonies. ▪ Explain how regional differences in the United States affected their respective educational systems. ▪ Compare and contrast the goals of education in the different colonies. ▪ Identify the impact of various education systems on their respective societies. ▪ Identify the differences in education for female and male students. ▪ Identify the similarities between 	<p>Concept map: Create a concept map that outlines the educational expectations of schools in the Northern, Middle and Southern colonies</p> <p>Journal: Write a journal entry from the perspective of a teacher at a “Dame School” or private tutor describing their role and responsibility in educating female students.</p> <p>Venn Diagram: Create a Venn Diagram that compares and contrasts how female and male students were educated differently.</p> <p>Short Response:</p>	<p>Education in the Colonies http://www.educationworld.com/a_lesson/TM/EducationInTheColonies.shtml</p> <p>The Northern Colonies http://alumni.cc.gettysburg.edu/~s330558/northern.html</p> <p>The Middle Colonies http://alumni.cc.gettysburg.edu/~s330558/middle.html</p> <p>The Southern Colonies http://alumni.cc.gettysburg.edu/~s330558/southern.html</p> <p>The Education of Indentured Servants in Colonial America</p>

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		female and male students. <ul style="list-style-type: none"> ▪ Explain the influence of economic status on education. 	Summarize the experience that an indentured servant might have in pursuit of educational attainment.	http://scholar.lib.vt.edu/ejournals/JOTS/v33/v33n2/snyder.pdf The History of Women and Education https://www.nwhm.org/online-exhibits/education/1700s_1.htm Education of Women 1 http://americanhistory.abclio.com/Search/Display/1535846?terms=education Education of Women 2 http://americanhistory.abclio.com/Search/Display/1535846?terms=education
Examine and summarize	Why is there no specific	<ul style="list-style-type: none"> ▪ Identify the benefits 	Primary sources: Use	Constitution of the

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<p>the role of State and the Federal governments in the US educational system.</p> <p>NJSLS: 6.1.12.D.3.d 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.R1 NJSLSA.R4 NJSLSA.R8</p> <p>CCTC: ED 3 ED 6 ED 7 ED-PS 3 ED-PS 4</p>	<p>provision for education in the US Constitution?</p> <p>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?</p> <p>What are New Jersey's constitutional provisions for education?</p> <p>How do the provisions in State constitutions differ in regards to education?</p>	<p>of Federal Government controlled public education.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>primary source data to create a tri-fold brochure comparing and contrasting two other State's constitutional provisions for education with New Jersey's provisions.</p> <p>Position paper: Write a 2-3 page position paper supporting or opposing Federal involvement in State and Local education processes.</p> <p>Concept Map: Outline and summarize New Jersey's constitutional provisions for education.</p> <p>Graphic organizer: Create a graphic organizer that compares and contrasts New Jersey's constitutional provisions for education with that of at least 2</p>	<p>United States http://www.archives.gov/exhibits/charters/constitution_transcript.html</p> <p>The Federal Role in Education http://www2.ed.gov/about/overview/fed/role.html</p> <p>Role of the Federal Government in Public Education History http://www.lwvcolorado.org/docs/Role-of-the-Federal-Government-in-Public-Education.pdf</p> <p>The Role of the Federal Government in Public Education in the United States http://www.departments.bucknell.edu/edu/ed370/federal.html</p> <p>New Jersey 1947 State Constitution</p>

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			other states.	http://www.nj.gov/state/archives/docconst47.html State Constitution Education Clause Language http://pabararc.org/pdf/Molly_Hunter_Article.pdf First Amendment Schools http://www.firstamendmentmschools.org/
<p>Examine and summarize the role of State and Federal courts in the U.S. educational system.</p> <p>NJSLS: 6.1.12.D.3.d 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</p>	<p>What role have Federal and State courts played in the development of education policy?</p> <p>How have State and Federal courts impacted the exercise of student’s constitutional rights in schools?</p> <p>What is the Individuals with Disabilities and Education Act (IDEA)?</p> <p>What are the implications</p>	<ul style="list-style-type: none"> ▪ Predict the impact of policies and procedures of the courts on on education systems. ▪ Explain major laws affecting a variety of issues in learning settings. ▪ Explain personal and organizational liabilities associated with major laws. ▪ Define Title IX. ▪ Identify sources for 	<p>Timeline: Create a timeline highlighting key court rulings that have impacted the development of education policy in the United States.</p> <p>Blog: Create a blog post that addresses the purpose of the Individuals with Disabilities and Education Act (IDEA), and that discusses the</p>	<p>The Role of the Federal Government in Public Education in the United States http://www.departments.bucknell.edu/edu/ed370/federal.html</p> <p>The Supreme Court’s Impact on Public Education http://files.eric.ed.gov/fulltext/ED228717.pdf</p> <p>The Law and its</p>

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<p>NJSLSA.W1 NJSLSA.W2 NJSLSA.R1 NJSLSA.R4 NJSLSA.R8</p> <p>CCTC: ED 3 ED 6 ED 7 ED-PS 3 ED-PS 4</p>	<p>of providing students with a Free and Appropriate Education (FAPE)?</p> <p>How have State and Federal courts affected the enforcement/implementation of the Individuals with Disabilities and Education Act (IDEA), and the ability of school districts to provide students with a free and appropriate education (FAPE)?</p> <p>What is Title IX of the Education Amendments of 1972?</p> <p>What are the implications of Title IX of the Education Amendments of 1972 on public education?</p> <p>How have State and</p>	<p>updating information on legal boundaries.</p> <ul style="list-style-type: none"> ▪ 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). 	<p>effect that this act has had on education policy, and on students.</p> <p>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).</p> <p>Concept map: Create a concept map that examines and analyzes the Individuals with Disabilities and Education Act.</p> <p>Newspaper op-ed: Write an op-ed piece that discusses whether or not school athletics should be segregated by</p>	<p>Influence on Public School Districts-An Overview http://www.centerforpubliceducation.org/Main-Menu/Public-education/The-law-and-its-influence-on-public-school-districts-An-overview</p> <p>First Amendment Schools http://www.firstamendmentmetschools.org/</p> <p>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</p> <p>Free Appropriate</p>

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	Federal courts affected the enforcement/implementation of Title IX of the Education Amendments of 1972?		gender.	<p>Public Education in the Fourth Circuit Court http://sogpubs.unc.edu/electronicversions/slb/slbwin07/article1.pdf</p> <p>Full Inclusion is Neither Free Nor Appropriate http://www.ascd.org/publications/educational-leadership/dec94/vol52/num04/Full-Inclusion-Is-Neither-Free-Nor-Appropriate.aspx</p> <p>Title IX, Education Amendments of 1972 http://www.dol.gov/oasam/regs/statutes/titleix.htm</p> <p>Coeds: Will They Change Anything? http://www.njdigitalhighway.org/enj/lessons/title_ix_equality/?part=process_implementation</p>

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				<p>Title IX: Enforcement Highlights https://www2.ed.gov/documents/press-releases/title-ix-enforcement.pdf</p> <p>Title IX- Gender Equity in Education https://www.aclu.org/title-ix-gender-equity-education</p>
<p>Analyze the method that constitutional rights are applied to students in the school environment.</p> <p>NJSLS: 6.1.12.A.13.a 6.1.12.A.13.b 9.3.12.ED.3 9.3.12.ED.6 NJSLSA.W1 NJSLSA.W2 NJSLSA.R1</p> <p>CCTC:</p>	<p>How do the landmark cases, <i>Tinker v. Des Moines</i> (1969), <i>Hazelwood v. Kuhlmeier</i> (1988), and <i>Bethel v. Fraser</i> (1986), affect student free speech?</p> <p>How is the Fourth Amendment applied in a school setting?</p> <p>How do the landmark cases of <i>Vernonia School District 47J v. Acton</i>, <i>New Jersey v. T.L.O.</i>, <i>Board of</i></p>	<ul style="list-style-type: none"> ▪ Summarize the Fourth Amendment. ▪ 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. 	<p>Re-enactment: Groups will re-enact the events that resulted in one of the three landmark court cases, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, or <i>Bethel v. Fraser</i>.</p> <p>Gallery walk: Create a poster examining and outlining the issue, facts, reasoning, majority opinion, and dissent of one of the three landmark court cases,</p>	<p>First Amendment Schools http://www.firstamendmentmschools.org/</p> <p>Important Court Cases <i>Tinker v. Des Moines</i> http://www.firstamendmentmschools.org/freedoms/case.aspx?id=404</p> <p>http://education-portal.com/academy/lesson/tinker-v-des-moines-independent-community-school-district-impact-on-</p>

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ED 3 ED 6	<i>Education v. Earls, and Safford Unified School District v. Redding</i> clarify student and schools rights in regards to search and seizure?	<ul style="list-style-type: none"> ▪ Explain personal and organizational liabilities associated with major laws. ▪ Identify regulatory agencies. 	<i>Tinker v. Des Moines, Hazelwood v. Kuhlmeier, or Bethel v. Fraser.</i> Prezi or Powerpoint: In small groups research and create presentations that explain the 4 th amendment rights of students.	free-speech-in-schools.html <i>Hazelwood v. Kuhlmeier</i> http://www.firstamendmentnschools.org/freedoms/case.aspx?id=186 https://prezi.com/prpk1dza9b4u/hazelwood-v-kuhlmeier/ <i>Bethel v. Fraser</i> http://www.firstamendmentnschools.org/freedoms/case.aspx?id=35 http://www.phschool.com/atschool/ss_web_codes/supreme_court_cases/bethel.html Fourth Amendment http://judiciallearningcenter.org/your-4th-amendment-rights/ Team debate

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<p>Explain the motives and events leading to the creation of the NJ Anti-Bullying Bill of Rights Act.</p> <p>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-ADM.2 9.3.12.ED-PS.4 NJSLSA.SL1 NJSLSA.SL3 NJSLSA.R1</p> <p>CCTC: ED 3 ED 6 ED-ADM 2 ED-PS 4</p>	<p>What constitutes discrimination and bullying?</p> <p>How have the definition of and reaction to bullying changed over the history of education?</p> <p>What anti-bullying and anti-discrimination laws preceded the NJ Anti-Bullying Bill of Rights Act?</p> <p>What motives and events led to the creation of the NJ Anti-Bullying Bill of Rights Act?</p>	<ul style="list-style-type: none"> ▪ Define and give examples of discrimination. ▪ Define and give examples of bullying. ▪ Explain and compare various definitions of bullying. ▪ Explain principles of anti-bullying support and service processes. ▪ Explain consequences of non-compliance of anti-bullying anti-discrimination laws. ▪ Identify teacher responsibilities in the events of instances of bullying or discrimination. ▪ Identify multiple resources for anti-bullying or anti-discrimination 	<p>Timeline: Trace the origin of the NJ Anti-Bullying Bill of Rights Act.</p> <p>Primary and secondary source analysis: Review and analyze current event articles that focus on harassment, intimidation, and bullying.</p> <p>Short answer: Answer the following question in open-ended format: Do you think New Jersey’s anti-bullying laws are too harsh? Explain your response.</p>	<p>http://www.ippf.idebate.org/about/debate/formats</p> <p>Education Law Center-Bullying http://www.edlawcenter.org/issues/bullying.html</p> <p>The Legal Eagle-Special Anti-Bullying Edition http://www.njsbf.org/images/content/1/1/11410/LE%20Anti-Bullying%20Issue.pdf</p> <p>There Isn’t A Moment to Lose: http://www.state.nj.us/chiladvocate/publications/PDFs/Bullying%20Report%20December%202009%20-%20%20Final.pdf</p> <p>General Bullying Information: http://www.stopbullying.gov/</p>

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		prevention.		<p>Timeline Maker: http://www.readwritethink.org/files/resources/interactives/timeline_2/</p> <p>Current Events: https://newsela.com/</p> <p>NJ DOE HARASSMENT, INTIMIDATION & BULLYING (HIB) http://www.state.nj.us/education/students/safety/bbehavior/hib/</p>
<p>Apply ethical reasoning to interpret the NJ Anti-Bullying Bill of Rights Act.</p> <p>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-ADM.2</p>	<p>According to the NJ Anti-Bullying Bill of Rights Act, what constitutes harassment, intimidation, and bullying?</p> <p>How does the NJ Anti-Bullying Bill of Rights Act protect students from harassment, intimidation, and bullying in NJ schools?</p> <p>What are some of the</p>	<ul style="list-style-type: none"> ▪ 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 	<p>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.</p> <p>Interviews: Interview 2-3 staff members to discuss how their school works</p>	<p>NJ DOE HARASSMENT, INTIMIDATION & BULLYING (HIB) http://www.state.nj.us/education/students/safety/bbehavior/hib/</p> <p>Capstone information: http://www.state.nj.us/education/students/safety/bbehavior/hib/overview.pdf</p>

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<p>NJSLSA.SL1 NJSLSA.SL3 NJSLSA.R1 NJSLSA.R4 NJSLSA.R8</p> <p>CCTC: ED 3 ED 6 ED-ADM 2 ED-PS 3 ED-PS 4</p>	<p>possible consequences of breaking anti-bullying and discrimination laws?</p>	<p>laws.</p> <ul style="list-style-type: none"> ▪ Identify sources of applicable ethical codes. ▪ Analyze applicable ethical codes. ▪ Explain personal and organizational liabilities associated with ethical codes. ▪ Identify regulatory agencies. 	<p>towards protecting students from harassment, intimidation and bullying.</p> <p>Cause & Effect Chart: Create a chart outlining various types of bullying and discrimination and the consequences of those actions.</p>	<p><u>NJEA Anti-Bullying Website</u> http://www.njea.org/issues-and-political-action/anti-bullying</p>
<p>Determine the effectiveness of the NJ Anti-Bullying Bill of Rights Act in reducing harassment, intimidation, and bullying in NJ schools.</p> <p>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</p>	<p>How does the NJ Anti-Bullying Bill of Rights Act discourage harassment, intimidation, and bullying?</p> <p>How effective is the NJ Anti-Bullying Act in reducing cases on harassment, intimidation, and bullying?</p> <p>What is the future of anti-bullying laws?</p>	<ul style="list-style-type: none"> ▪ 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. 	<p>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?</p> <p>Newspaper op-ed: Write a newspaper article expressing your opinion on the effectiveness of anti-</p>	<p><u>NJ DOE HARASSMENT, INTIMIDATION & BULLYING (HIB)</u> http://www.state.nj.us/education/students/safety/bbehavior/hib/</p> <p><u>Violence, Vandalism and Substance Abuse in New Jersey Schools:</u> http://www.state.nj.us/education/schools/vandv/</p>

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<p>9.3.12.ED.6 9.3.12.ED.7 9.3.12.ED-ADM.2 9.3.12.ED-PS.3 9.3.12.ED-PS.4 NJLSA.SL1 NJLSA.SL3 NJLSA.R1 NJLSA.R8</p> <p>CCTC: ED 3 ED 6 ED 7 ED-ADM 2 ED-PS 3 ED-PS 4</p>		<ul style="list-style-type: none"> ▪ Justify conclusions. ▪ Determine the Effectiveness of Anti-Bullying Bill of Rights. ▪ Predict the future of Anti-Bullying Laws. 	<p>bullying legislation.</p> <p>Analyzing Trends: Research the number of incidence of bullying and create graphs to demonstrate the decline or growth of bullying over the last 10 years. Analyze the research to prepare for your Position Paper.</p>	<p>Annual Report of NJ Bullying Task Force http://www.state.nj.us/education/students/safety/bbehavior/hib/task/AnnualReport15.pdf</p>
<p>Outline the protected classes within educational communities that fall under Affirmative Action legislation.</p> <p>NJSLS: 6.1.12.D.5.c 6.1.12.A.13.a</p>	<p>What is Affirmative Action?</p> <p>What are the protected classes that fall under Affirmative Action legislation?</p> <p>What is the role of schools in ensuring the</p>	<ul style="list-style-type: none"> ▪ Define Affirmative Action. ▪ Define the goals of Affirmative Action legislation. ▪ Identify the benefits of Affirmative Actio. ▪ Identify the detrements of 	<p>Primary and secondary Source analysis: Review and analyze the Civil Rights Act of 1964 and the Equal Employment Opportunity Commission as it relates to Affirmative Action.</p>	<p>The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission http://www.archives.gov/education/lessons/civil-rights-act/#documents</p>

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<p>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 NJLSA.R1</p> <p>CCTC: ED 3 ED 6 ED 7 ED-PS 3 ED-PS 4</p>	<p>rights of protected classes that fall under Affirmative Action legislation?</p>	<p>Affirmative Action.</p> <ul style="list-style-type: none"> ▪ Identify the protected classes under Affirmative Action legislation. ▪ Identify the consequences of non-compliance with Affirmative Action legislation. ▪ Identify support systems and resources to promote Affirmative Action. ▪ Identify the role of schools in enforcing Affirmative Action legislation. 	<p>Current event: Read and summarize a current event article that analyzes Affirmative Action controversies in higher education.</p> <p>Fish Bowl Activity: Discuss the controversies of Affirmative Action in higher education in a Fish Bowl discussion.</p>	<p>The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission Lesson and Activities: http://www.archives.gov/education/lessons/civil-rights-act/activities.html</p> <p>Current Events: https://newsela.com/</p>
<p>Examine and analyze quantitative and qualitative data to determine trends in public opinion towards Affirmative Action in an educational environment.</p> <p>NJSLS: 6.1.12.D.5.c</p>	<p>What are trends in public opinion towards Affirmative Action in an educational environment?</p> <p>How have trends in public opinion towards Affirmative Action in an educational environment</p>	<ul style="list-style-type: none"> ▪ Identify trends in public opinion towards Affirmative Action. ▪ Analyze recent data on trends in Affirmative Action. ▪ Utilize appropriate data-collection strategies. 	<p>Current event: Read and summarize an article about current trends in public opinion towards Affirmative Action in an educational environment.</p> <p>Debate topic: Do you think that Affirmative Action is still necessary</p>	<p>Current Events https://newsela.com/</p> <p>In U.S., Most Reject Considering Race in College Admissions http://www.gallup.com/poll/163655/reject-considering-race-college-admissions.aspx</p>

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<p>Identify emerging trends in education, and assess the degree of support these trends receive from various political influences and interest groups.</p>	<p>What are current enrollment trends in public education in the United States?</p> <p>What are current enrollment trends in</p>	<ul style="list-style-type: none"> ▪ Define public education. ▪ Define private education. ▪ Identify 3 benefits and detriments of public education 	<p>Graphs and charts: Create a graph/chart comparing the demographic changes in school enrollment in the United States.</p>	<p>National Center for Education Statistics: Enrollment Trends https://nces.ed.gov/fastfacts/display.asp?id=65</p> <p>National Center for</p>

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				<p>Status and Trends in the Education of Racial and Ethnic Groups: http://nces.ed.gov/pubs2010/2010015.pdf</p> <p>How Should Politics Influence Education Policy? http://www.tc.columbia.edu/news.htm?articleID=8381</p> <p>The Politics of Common Core http://www.usnews.com/news/special-reports/a-guide-to-common-core/articles/2014/03/06/the-politics-of-common-core</p> <p>The Cost of Education: A Disproportionate Influence: http://harvardpolitics.com/arusa/the-cost-of-</p>

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				<p>education-a-disproportionate-influence/</p> <p>U.S. Educational Policy Interest Groups http://hepg.org/her-home/issues/harvard-educational-review-volume-65-issue-3/herbooknote/u-s-educational-policy-interest-groups_295</p> <p>How Do Teachers' Unions Influence Education Policy? What We Know and What We Need To Learn http://education.msu.edu/epc/library/documents/WP%2042%20How%20do%20teachers%20unions%20influence%20education%20policy.pdf</p>

Unit 1 Vocabulary

<p>Affirmative Action Apprenticeship <i>Bethel v. Fraser</i> (1986) <i>Board of Education v. Earls</i> Dame School Equal Employment Opportunity Commission First Amendment Fourth Amendment Free and Appropriate Education <i>Hazelwood v. Kuhlmeier</i> (1988) Indentured servant Interest group</p>	<p>Lobbying New England Primer <i>New Jersey v. T.L.O.</i> NJ Anti-Bullying Bill of Rights Act Protected classes <i>Safford Unified School District v. Redding</i> The Civil Rights Act of 1964 The Individuals with Disabilities and Education Act (IDEA) Thomas Jefferson <i>Tinker v. Des Moines</i> (1969) Title IX of the Education Amendments of 1972 <i>Vernonia School District 47J v. Acton</i></p>
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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/>

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

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