PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Issues in Education
Curriculum

5.0 Credits

Unit Two

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

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.

Paterson Public Schools

Preparing All Children for College and Career

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

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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

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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.4: Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.6: Analyze ethical and legal policies of professional education and training practice.

Pathway: Professional Support Services (ED-PS)

- 9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2: Implement methods to enhance learner success.
- 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.

Pathway: Teacher/Training (ED-TT)

- 9.3.12.ED-TT.3: Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4: Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.

NJSLS - English-Language Arts – Anchor Standards for 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

Intergration 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 – Anchor Standards for Writing

Text Types and Purposes:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS - English-Language Arts – Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas:

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Common Career Technical Core (CCTC)
Career Cluster Education & Training

ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

ED 04 Evaluate and manage risks to safety, health and the environment in education and training settings.

ED 06 Analyze ethical and legal policies of professional education and training practice.

ED-PS 1   Identify strategies, techniques and tools used to determine the needs of diverse learners.

ED-PS 2   Implement methods to enhance learner success.

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.

ED-TT 03   Use content knowledge and skills of instruction to develop standards-based goals and assessments.

ED-TT 04   Identify materials and resources needed to support instructional plans.

ED-TT 05   Establish a positive climate to promote learning.

ED-TT 06   Identify motivational, social and psychological practices that guide personal conduct.

Course: Issues in Education	
Unit: II – Short topics in School and Community Relationships	Unit Overview: The changing relationships between student and school and school and community.
Grade Level: 11	

New Jersey Student Learning Standards (NJSLS): 9.3.12.ED.3, 9.3.12.ED.4, 9.3.12.ED.6, 9.3.12.ED-PS.1, 9.3.12.ED-PS.2, 9.3.12.ED-PS.3, 9.3.12.ED-PS.4, 9.3.12.ED-TT.3, 9.3.12.ED-TT.4, 9.3.12.ED-TT.5, 9.3.12.ED-TT.6, NJSLSA.R1, NJSLSA.R2, NJSLSA.R4, NJSLSA.R8, NJSLSA.W1, NJSLSA.W4, NJSLSA.W5, NJSLSA.SL4.
Common Career Technical Core (CCTC): ED 03, ED 04, ED 06, ED-PS 1, ED-PS 2, ED-PS 3, ED-PS 4, ED-TT 03, ED-TT 04, ED-TT 05, ED-TT 06

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Bilingual Education Analyze the educational practices of Bilingual Education and English Immersion. What are their costs and benefits? **NJSLS:** 9.3.12.ED.3, 9.3.12.ED-PS.1 9.3.12.ED-PS.2 9.3.12.ED-PS.3 9.3.12.ED-PS.4 9.3.12.ED-TT.3 9.3.12.ED-TT.4	How does English Immersion Education work? What is Bilingual Education's function? What are some of Bilingual Education's problems?	- Define Bilingual - Define Immersion - Identify some problems face by Bilingual Educators. - Identify multiple strategies to help Bilingual Learners. - Identify resources for Bilingual Education. - Identify modifications for Bilingual students. - Identify multiple sources of data to	**Pro-Con T-Chart** Create a Pro-Con T-Chart outlining the benefits and determents of immersion vs. pull out instruction for Bilingual Learners. **Mock Bilingual Lesson Modifications** Modify a given lesson plan to meet the needs of Bilingual Learners.	**Bilingual Education Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23612577&site=pov-live **NABE** http://www.nabe.org **Translation** Use Google Docs and Google Translate to translate papers for ELL students.

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:** ED 03 ED-PS 1 ED-PS 2 ED-PS 3 ED-PS 4 ED-TT 03 ED-TT 04		document need and potential success. ▪ Position Paper Writing	**Position Paper:** Is English Immersion or Bilingual Education the proper educational method to ensure academic growth among non-English speaking students?	
Foreign Language Graduation Requirements Compare and contrast the differing Foreign Language requirements state by state. **NJSLS:** 9.3.12.ED.3 9.3.12.ED-PS.3	Why do differing states have such different Foreign Language Graduation Requirements? Does knowing a foreign language make you and educated person? What are the advantages	▪ Identify benefits of learning a foreign language. ▪ Identify regional differences in advantages for learning a foreign language. ▪ Identify differences between state Foreign Language	**Graphic Organizers:** Create chats to show differences and similarities in Foreign Language graduation requirements among states. **Venn-diagram:** Create a Venn diagram	**Foreign Language Graduation Requirements Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23785460&site=pov-live **NCSSFL** http://www.ncssfl.org

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.12.ED-TT.3 9.3.12.ED-TT.4 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:** ED 03 ED-PS 3 ED-TT 03 ED-TT 04	of learning foreign languages?	requirements. ▪ Identify similarities between state Foreign Language Requirements. ▪ Demonstrate Respect for Multiple Viewpoints on Foreign Language requirements ▪ Predict the impact of Foreign Language requirements on the student's future success. ▪ Position Paper Writing	about the differences between requirements of different states. **Position Paper:** Research various foreign language requirements of different states. Identify the most appropriate for the students and write a paper supporting this claim.	**High School Graduation Requirements** http://ecs.force.com/mbdata/mbprofall?Rep=HS01
Colleges & Early Decision Review and Analyze the procedures and decision-making process students and parents use to determine the benefits and costs of early decision to college. **NJSLS:**	What is and how does the process of early college decision work? How can early decision help or hinder a student in the college decision making process? Does the early decision process hurt competition	▪ Define "Early Decision" ▪ Explain the Early Decision process. ▪ Explain the rational for Early Decision Process. ▪ Identify resources that assist students using Early Decision. ▪ Identify benefits of	**Drama Role Play:** Students will create a short skit depicting the decision making process of a student and parent/guarding in choosing a college through early decision. **Interview:** Contact a recruiter for a	**Colleges & Early Decision Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23625767&site=pov-live **College board** https://professionals.collegeboard.com/guidance/applications/early

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.3.12.ED.3 9.3.12.ED.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4. **CCTC:** ED 03 ED 06	between colleges?	applying to a college using Early Decision. ▪ Identify the detriments of applying to college using Early Decision. ▪ Interview Skills	college of your choice. Initiate a phone or email interview where you discuss the merits of early decision. **T-Chart** Create a T-Chart outlining the merits and detriments of choosing early decision.	**The Facts about Applying Early** https://bigfuture.collegeboard.org/get-in/applying-101/the-facts-about-applying-early-is-it-right-for-you
Technology in the classroom **Cell Phones in School** Evaluate the positive and negative aspects of cell phones in the classroom from both an educational and a safety aspect. **Laptops in School** Research and evaluate the role technology has played in the classroom in regards to computers and internet based instruction.	Is there an overwhelming benefit to personal technology such as cell phones being in a classroom environment? How has technology changed the classroom experience? Do student laptops enhance instruction? Who should pay for classroom technology?	▪ Define Internet Based Instruction. ▪ Identify positive aspects of cell phone use in the classroom ▪ Identify negative aspects of cell phone use in the classroom. ▪ Demonstrate respect for multiple viewpoints on cell phone use in schools. ▪ Identify the benefits of laptops in the classroom. ▪ Predict the impact of	**Editorial:** Write an editorial in support of or against the use of Cell phone in a school environment. **Research:** How has the growth of instant access to data affected the way teachers must teach? **Class Debate** Instigate a class debate	**Cell Phones in School Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23463509&site=pov-live **Education.com on Cell phone use** https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCMQFjAA&url=http%3A%2F%2Fwww.education.com%2Fmagazine%2Farti

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-PS.1 9.3.12.ED-PS.2 9.3.12.ED-PS.3 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4. **CCTC:** ED 03 ED 06 ED-PS 1 ED-PS 2 ED-PS 3		increased laptop and cell phone use in the classroom. ▪ Debate Skills	on school regulations of in-school cell phone use.	cle%2Feffective-technology-teaching-child%2F&ei=Cdg-VfitM5L_yQSz-oHwBQ&usg=AFQjCNF1VyY2y3o8nlaFv4kYssW5XyVjGQ&sig2=Ja5DofEHNvCDktp9ycVfJA **NEA today** http://neatoday.org/2015/02/23/school-cell-phone-bans-end-educators-weigh-pros-cons/ **Laptops in School Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23760857&site=pov-live **Education Word on Laptops in school** http://www.educationworld.com/a_issues/schools/schools020.shtml
Dress Codes	Do school dress codes	▪ Define dress codes.	**Policy**	http://search.ebscohost.c

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Evaluate the efficacy of school dress codes to determine their place in modern education. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-PS.2 9.3.12.ED-PS.4 9.3.12.ED-TT.5 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:** ED 03 ED 06 ED-PS 2 ED-PS 4 ED-TT 05 ED-TT 06	enhance instruction or limit student freedom of expression? Does the use of school dress codes limit bullying and ostrization? What are the economic factors of school dress codes on low-income families?	▪ Identify responsibility of students and teachers in enforcing dress code. ▪ Explain how dress codes limit bullying. ▪ Explain how dress codes help/hinder the economic situation of the family. ▪ Compare and Contrast dress codes from various school districts. ▪ Position Paper Writing ▪ Interview Skills	Create a dress code police that would be acceptable to Students, Parents, and School officials. **Research Paper:** Write a research paper supporting or refuting the findings of the Supreme Court Case "Jacobs v. Clark County School District," **Interview:** Interview a district administrator and discuss the benefits and detriments of school dress codes.	om/login.aspx?direct=true&db=pwh&AN=23259539&site=pov-live **Findlaw** http://education.findlaw.com/student-rights/school-dress-codes.html **Jacobs v. Clark County School District** http://caselaw.findlaw.com/us-9th-circuit/1204345.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Fees in Public Schools Examine and evaluate the Legality of charging students and parents fees for public educational programs. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4. **CCTC:** ED 03 ED 06 ED-TT 06	Do schools requiring students and parents pay activity fees violate the free schools provision included in most State Constitutions? Are increasing fees in public schools counter to the principles of public education, making essential aspects of the school experience cost-prohibitive to students from low-income households? Do extreme budget conditions demand that districts either raise fees or cut programs and/or teacher positions?	▪ Identify positive and negative outcomes of fees for public schools. ▪ Enlist the participation of learners. ▪ Identify the goals of fees in public schools. ▪ Use complexity suitable to audience. ▪ Data Collection Skills ▪ Polling Skills ▪ Interview Skills	**Poll:** Create a questionnaire and poll student Athletes and members of various student organization to see how they would react fees imposed on participation. **Interview:** Interview a board member or other authority on the school budget. Collaborate to analyze school budgetary requirements and discuss the validity of charging fees to participate in school programs. **Collect Data:** Collect data on the school district budget	**Fees in Public Schools Pros and Cons** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=95029408&site=pov-live **USNEWS on Fees in Public Schools** http://www.usnews.com/education/high-schools/articles/2012/05/08/5-hidden-costs-of-public-high-school **Pay-toPlay Lawyers.com** http://education-law.lawyers.com/school-law/pay-to-play-at-schools-has-some-crying-foul.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			and analyze the necessity of charging fees to participate in school programs.	
Free College Tuition Determine the impact that free college tuition would have on the nation from an educational and financial perspective. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-PS.2 9.3.12.ED-PS.3 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4. **CCTC:** ED 03 ED 06	Is a bachelor's degree the equivalent of a high school degree in earlier generations? Should the government provide free public education for 16 years? Is the education gained from a college experience a right that everyone deserves? Should it be an expectation that American taxpayers fund it?	▪ Identify multiple resources for tuition assistance. ▪ Explain the benefits of free college tuition. ▪ Explain the inflation of education over the decades. ▪ Explain if the government should provide free schooling past high school. ▪ Identify if college a right or privilege. ▪ Explain who pays for free college tuition. ▪ Debate Skills	**Research:** Research the cost of a number of 4-year degrees and the methods in which student pay for these degrees. **Editorial:** Create an editorial sharing your opinion on Free College Education. **Class Debate:** Lead a class debate discussing the benefits and detriments of Free College Tuition.	**Free College Tuition Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23712074&site=pov-live **Whitehouse.gov** https://www.whitehouse.gov/the-press-office/2015/01/09/fact-sheet-white-house-unveils-america-s-college-promise-proposal-tuitio **Should College be Free? Debate** http://www.nytimes.com/roomfordebate/2016/01/20/should-college-be-free

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED-PS 2 ED-PS 3 ED-TT 06				
Junk Food in Schools Evaluate the Government's position on "junk" food in schools to determine if they are overstepping their bound or protecting the common good. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-PS.4 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4.	Should the Government regulate drinks and snacks sold in schools to prevent obesity? Is Government regulation of snacks and drinks in schools overly intrusive? How far does government responsibility for the safety and health of students extend?	▪ Explain how rules for school food are created and by who are they created? ▪ Identify the goals of government regulation of school food. ▪ Identify the responsibilities for student health and education. ▪ Identify banned foods from government regulated school foods. ▪ Define "junk" food. ▪ Define intrusive. ▪ Polling Skills	**PE/Health:** What's for lunch? Students will create a display analyzing the nutritional content of the school lunch and what students choose to eat instead. **T-Chart** Create a T-Chart debating the pros and cons of government regulation of food in schools. **Poll** Create a poll to ask the student population of the school if they are in favor of government regulation of food in schools.	http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23463659&site=pov-live **Scholastic** http://www.scholastic.com/browse/article.jsp?id=10853 **Junk Food in Schools and Childhood Obesity** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3667628/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCTC: ED 03 ED 06 ED-PS 4 ED-TT 06				
Music & Arts in Public Schools In an age of ever decreasing budgets and every increasing standardized testing is there still a place for the arts in public education? **NJSLS:** 9.3.12.ED.3 9.3.12.ED-PS.2 9.3.12.ED-PS.3 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:**	Are the arts a vital part of education and need sufficient funding? Is low funding for arts education another manifestation of discrimination against the poor in public schools? Why should public schools have to choose between effectively teaching the basics and providing arts instruction?	▪ Identify the benefits of arts in the public schools. ▪ Explain the importance of art to our society. ▪ Calculated added costs of arts in the public schools. ▪ Identify other allocations for money saved on arts. ▪ Identify other resources for artistic students. ▪ Position Paper Writing Skills ▪ Interview Skills	**Position Paper:** Are the arts a luxury in education or are they a necessity as part of a well-rounded and educated individual? **Essay:** How have the arts impacted your educational experience? If they have not why do you believe that is so? What can be done to change this? **Interview:** Interview a teacher of the arts and discuss the budget cuts in the school system and the place of the arts in schools.	**Music & Arts in Public Schools pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23625759&site=pov-live **NASSA-arts** http://www.nasaa-arts.org/Publications/critical-evidence.pdf **Creativity vs. Academic Study: How Should Schools Teach the Arts** http://www.nytimes.com/1993/02/04/theater/creativity-vs-academic-study-how-should-schools-teach-arts.html?pagewanted=all

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED 03 ED-PS 2 ED-PS 3				
Online Degree Programs Assess the validity of Online degree programs and there place in the future of education. **NJSLS:** 9.3.12.ED.3 9.3.12.ED-PS.2 9.3.12.ED-TT.4 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. **CCTC:** ED 03 ED-PS 2 ED-TT 04	How do online degree programs offer flexible educational alternatives to both working adults and recent high school graduates? What are the shortcomings of online degree programs? What are the possible implications for teaching job prospects with growing online programs?	▪ Identify the benefits to students of online degree programs. ▪ Identify the benefits to institutions of online degree programs. ▪ Identify the disadvantages for students of online degree programs. ▪ Identify the disadvantages to institutions of online degree programs. ▪ Identify the goals of Online Degree Programs. ▪ Predict the implications of Online Degree Programs for the teaching profession. ▪ Debate Skills	**Research:** Research 3 online degree programs of study that interest you and compare the programs courses of study to a similar traditional college or university program. **Venn-diagram:** Create a Venn-diagram exploring the similarities and differences between online and traditional degree programs. **Class Debate:** Have a class discussion where students debate the benefits and detriments of online courses.	**Online Degree Programs Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=28675288&site=pov-live **USNEWS on online degree programs** http://www.usnews.com/education/online-education **The Pros and Cons of Getting an Online Degree** http://college.usatoday.com/2015/05/25/the-pros-and-cons-of-getting-a-degree-online/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Physical Education Appraise and critique the current state of mandatory physical education in different educational settings across the United States. **NJSLS:** 9.3.12.ED.3 9.3.12.ED-TT.3 9.3.12.ED-TT.4 9.3.12.ED-TT.5 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL4. **CCTC:** ED 03 ED-TT 03 ED-TT 04 ED-TT 05	Is physical education (PE) an important part of students' overall education, and crucial for the establishment of a healthy life? Do policies that increase the number of compulsory physical education courses in grades K-12 benefit a minority of students who are overweight, but infringe on the academic goals of the majority? Has the state of physical education changed over the past 50 years?	▪ Address intellectual, social, career and developmental needs of Physical Education students. ▪ Explain the relationship of goals to the real world. ▪ Explain who benefits from physical education regulations. ▪ Demonstrate knowledge of and respect for multiple points of view. ▪ Track changes in physical education over the last 50 years. ▪ Weigh the impact of increased physical education programs against implications for other school	**Activity log:** After reviewing the relationship between activity levels and performance track your own activity for a period of one week to see how your activity level affects your performance on a number of academic tasks. **Mock Unit Design:** Write a unit of lessons about a chosen physical activity. **Editorial:** Write an editorial to a newspaper outlining the arguments for physical education in the school system.	**Physical Education Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=28675296&site=pov-live **Center for Disease Control** http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf **NFL Rush** http://www.nflrush.com/content/6468

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED-TT 06		programs. ▪ Identify clear used in physical education curriculum.		
School Security Review the current state of School Security, Emergency response plans, and the potential loss of student rights in the pursuit of safety. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED.6 9.3.12.ED-PS.2 9.3.12.ED-PS.4 9.3.12.ED-TT.5 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5.	How are Emergency action plans created and how are they updated? How do school safety officers enhance school environments? How does a school district balance safety with education concerns?	▪ Explain the process of creating Emergency plans. ▪ Identify the ways that school security guards enhance the school environment. ▪ Identify student rights that may be lost due to school security. ▪ Identify various consequences for violation of school polices. ▪ Compare various emergency response plans from different districts. ▪ Interview Skills ▪ Research Paper Writing	**Interview:** Interview two or three School security officers regarding the current state of school security and the direction it will go in the future. Create a presentation based on your interview. **Research Paper:** Create a research paper outlining the emergency response plan for your school. **Editorial** Write an editorial outlining the potential loss of student rights in the pursuit of safety.	**School Security Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=93663187&site=pov-live **NJ.GOV** www.nj.gov/njded/**schools**/**security**/ **School Security Cams Invasion of Privacy?** http://www.informationliberation.com/?id=5771

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLSA.SL4. **CCTC:** ED 03 ED 04 ED 06 ED-PS 2 ED-PS 4 ED-TT 05 ED-TT 06				
School Uniforms Distinguish the differing opinions surrounding the implementation of school uniform policies and the reasons for these policies creation. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.6 9.3.12.ED-PS.2 9.3.12.ED-PS.3 9.3.12.ED-TT.5 9.3.12.ED-TT.6	Do school uniforms assist in the creation of a scholastic environment that is conducive to learning? Is the loss of student individuality offset by the security concerns mitigated by school uniforms? What are the economic implications of mandatory school	▪ Describe school uniforms in a chosen or assigned school district. ▪ Identify how school uniforms assist in improving the school environment ▪ Explain how school uniforms may diminish bullying in the school. ▪ Evaluate and explain the economic implications of school	**Position Paper:** Utilizing class materials and independent research write an essay that is in support or anti school uniforms using research to support your position. **Design** Design a school uniform; include the price of the uniform in your design. **Class Debate:**	**School Uniforms Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=23259539&site=pov-live **University of New Hampshire** http://www.class.uh.edu/faculty/simberman/uniform_draft_2_09.pdf **Jacobs v. Clark County School District**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:** ED 03 ED 06 ED-PS 2 ED-PS 4 ED-TT 05 ED-TT 06	uniforms on families?	uniforms on families. - Demonstrate respect for multiple viewpoints. - Position Paper Writing - Debate Skills	Hold a class debate where students share the virtues and detriments of school uniform.	http://caselaw.findlaw.com/us-9th-circuit/1204345.html
School Violence Examine and analyze the trends surrounding school violence in the past 20 years. **NJSLS:** 9.3.12.ED.3 9.3.12.ED.4 9.3.12.ED-PS.2 9.3.12.ED-PS.4	What are the causes for school violence? Is school violence on the rise? What role does the media and social media play in incidences of school violence?	- Identify what constitutes school violence. - Identify the causes of school violence. - Analyze the rise of fall of school violence. - Analyze and explain the role that media plans in school	**Speech:** Write and deliver a speech, public address, or press release in response to an imagined act of school violence. The speech should come from the perspective of a school administrator. **Timeline:**	**School Violence Pro and Con** http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=28675316&site=pov-live **APA.org** https://www.apa.org/pubs/journals/releases/amp-68-2-75.pdf

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

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9.3.12.ED-TT.5 9.3.12.ED-TT.6 NJSLSA.R1. NJSLSA.R2. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.SL4. **CCTC:** ED 03 ED 04 ED-PS 2 ED-PS 4 ED-TT 05 ED-TT 06		violence. ▪ Research and display bullying data from the last 20 years in graphs. ▪ Public Speaking ▪ Research Paper Skills	Create a timeline that displays various trends in school violence. **Research Paper:** Write a research paper that outlines trends in school violence affecting education for the last 20 years.	**Report: School Crime and Violence Rise** http://www.usnews.com/news/articles/2014/06/10/incidents-of-school-crime-and-violence-on-the-rise-for-students-and-teachers

Unit 2 Vocabulary	
1st Amendment	Free College Tuition
10th Amendment	Junk Food in Schools
4th Amendment	Laptops in School
America's College Promise Proposal	Metal Detectors
Bilingual Education	Music & Arts in Public Schools
Bilingual education act of 1968	NCLB
Cell Phones in School	Online Degree Programs
Center For Disease Control	Physical Education
Colleges & Early Decision	Remote Learning
Dress Codes	School Security
Emergency Response Plan	School Uniforms
Fees in Public Schools	School Violence
Foreign Language Graduation Requirements	Tinker v. Des Moines
	WiFi

Suggested Unit Projects	
Choose At Least One	
Choose 10 of the topics covered this term and create a 15 to 20-second video for each of them describing the issue surrounding the topic.	Choose a topic presented and write a 5 to 7 page research paper using MLA format.

Suggested Structured Learning Experiences	
Supreme Court of New Jersey 25 Market St. Trenton, NJ 08625 Tel: 609-292-958 Email: webmaster.mailbox@judiciary.state.nj.us www.judiciary.state.nj.us/supreme New Jersey State House 125 W. State Street, Trenton, NJ 08625 Tel: 609-633-2709 Call at least a month in advance for reservations http://www.njleg.state.nj.us/kids/materials.asp	Paterson Board of Education 90 Delaware Ave, Paterson, NJ 07503 Tel: (973) 321-1000 www.paterson.k12.nj.us/11_BOE/BOE.php Paterson Board of Education Meetings See www.paterson.k12.nj.us/11_BOE/BOE.php for Schedule 90 Delaware Ave, Paterson, NJ 07503 Tel: (973) 321-1000