



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

## 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.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 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: 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.2: Employ knowledge of learning and developmental theory to describe individual learners.
- 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.9: Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10: Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

- 9.3.12.ED-TT.11: Implement strategies to maintain relationships with others to increase support for the organization.

## **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.

### **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.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**NJSLS - English-Language Arts – Anchor Standards for 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.

**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.

**NJSLS - English-Language Arts – Anchor Standards for Language**

**Conventions of Standard English:**

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Vocabulary Acquisition and Use:**

- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Common Career Technical Core (CCTC)**

### **Career Cluster Education & Training**

ED 01 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

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-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 02 Employ knowledge of learning and developmental theory to describe individual learners.

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

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

ED-TT 09 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.

ED-TT 10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

ED-TT 11 Implement strategies to maintain relationships with others to increase support for the organization.

<b>Course:</b> Issues in Education <b>Unit:</b> III – Education Reform <b>Grade Level:</b> 11	<b>Unit Overview:</b> Education reform, and the impact of these initiatives
<b>New Jersey Student Learning Standards (NJSLS):</b> 9.3.12.ED.1, 9.3.12.ED.3, 9.3.12.ED.6, 9.3.12.ED.7, 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.2, 9.3.12.ED-TT.4, 9.3.12.ED-TT.5, 9.3.12.ED-TT.9, 9.3.12.ED-TT.10, 9.3.12.ED-TT.11, NJSLSA.R1, NJSLSA.R4, NJSLSA.R8, NJSLSA.W1, NJSLSA.W4, NJSLSA.W7, NJSLSA.W9, NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L6.	
<b>Common Career Technical Core (CCTC):</b> ED 01, ED 03, ED 06, ED 07, ED-PS 1, ED-PS 2, ED-PS 3, ED-PS 4, ED-TT 02, ED-TT 04, ED-TT 05, ED-TT 09, ED-TT 10, ED-TT 11	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine and analyze the history of the development of state academic standards in the United States and in New Jersey.  <b>NJSLS:</b> 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-PS 1 9.3.12.ED-PS 2 9.3.12.ED-TT 02 9.3.12.ED-TT 09	How were high schools determining academic proficiency before the publication of, <i>A Nation at Risk</i> , in 1983?  Why did states adopt a standards based education reform model the early 1980s?  How has New Jersey’s method of determining academic proficiency	<ul style="list-style-type: none"> <li>▪ Define Academic Standards.</li> <li>▪ Identify differences and similarities between state and national academic standards.</li> <li>▪ Identify differences between the pre-1980 academic standards and post-1980 academic standards.</li> <li>▪ Explain New Jersey’s current method of</li> </ul>	<b>Timeline:</b> Create a timeline detailing the different education reform acts passed by the federal government since the 1980s that were designed to improve the quality of education, and increase state accountability in education standards.  <b>Source analysis:</b> Read and analyze, <i>A Nation at</i>	<b>History of Standards Based Reform:</b> <a href="http://web.stanford.edu/~hakuta/www/archives/syllabi/CalTex_SBR/historysbr.html">http://web.stanford.edu/~hakuta/www/archives/syllabi/CalTex_SBR/historysbr.html</a>  <b>Standards Based Schools:</b> <a href="http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf">http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf</a>  <b>A Nation at Risk:</b>

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<p>9.3.12.ED-TT 10            NJLSA.R1.            NJLSA.R4.            NJLSA.W1.            NJLSA.W4.            NJLSA.W7.            NJLSA.W9.            NJLSA.SL1.            NJLSA.L1.            NJLSA.L6.</p> <p><b>CCTC:</b>            ED 03            ED 07            ED-PS 1            ED-PS 2            ED-TT 02            ED-TT 09            ED-TT 10</p>	<p>evolved since the publication of, <i>A Nation at Risk</i>, in 1983?</p> <p>What is New Jersey's current method of determining academic proficiency?</p>	<p>evaluating academic proficiency.</p> <ul style="list-style-type: none"> <li>▪ Explain the process of determining academic proficiency before the 1980s.</li> <li>▪ Explain why states developed a standard based education reform model.</li> <li>▪ Compare and Contrast national and state standards.</li> </ul>	<p><i>Risk.</i></p> <p><b>Open ended response:</b>            How has New Jersey's measurement of high school academic proficiency evolved, and how has this evolution impacted state, school district, and teacher accountability?</p>	<p><a href="http://datacenter.spps.org/uploads/sotw_a_nation_at_risk_1983.pdf">http://datacenter.spps.org/uploads/sotw_a_nation_at_risk_1983.pdf</a></p> <p><b>A Nation at Risk Turns 30: Where Did it Take Us?</b>  <a href="http://neatoday.org/2013/04/25/a-nation-at-risk-turns-30-where-did-it-take-us-2/">http://neatoday.org/2013/04/25/a-nation-at-risk-turns-30-where-did-it-take-us-2/</a></p> <p><b>Historical Context: An Overview New Jersey's Statewide Testing Program (revised January 2015):</b>  <a href="http://www.nj.gov/education/assessment/history.shtml">http://www.nj.gov/education/assessment/history.shtml</a></p>
<p>Investigate and discuss the impact that Common Core Standards had on classroom instruction.</p> <p><b>NJSLS:</b>            9.3.12.ED 01            9.3.12.ED 03</p>	<p>What are Common Core Standards?</p> <p>Why were the Common Core Standards developed?</p> <p>Why has New Jersey</p>	<ul style="list-style-type: none"> <li>▪ Define Common Core Standards.</li> <li>▪ Explain the purpose of Common Core Standards.</li> <li>▪ Explain why New Jersey switched to the NJ Student</li> </ul>	<p><b>Graphic organizer:</b>            Complete a graphic organizer that outlines the rationale behind the implementation of the Common Core Standards.</p>	<p><b>Common Core State Standards Initiative:</b>  <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p><b>The State of State Standards-and the Common Core- in 2010</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED 06            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 02            9.3.12.ED-TT 09            NJLSA.R1.            NJLSA.R4.            NJLSA.W1.            NJLSA.W4.            NJLSA.SL1.            NJLSA.L1.</p> <p><b>CCTC:</b>            ED 01            ED 03            ED 06            ED-PS 1            ED-PS 2            ED-PS 3            ED-PS 4            ED-TT 02            ED-TT 09</p>	<p>switched to the NJ Student Learning Standards?</p> <p>What is the difference between Common Core Standards, and New Jersey Student Learning Standards?</p> <p>How have the Common Core Standards affected State testing?</p> <p>What are some controversies that stem from the usage of Common Core Standards in instructional practice?</p>	<p>Learning Standards.</p> <ul style="list-style-type: none"> <li>▪ Identify differences between the Common Core Standards and NJ Student Learning Standards.</li> <li>▪ Identify similarities between the Common Core Standards and NJ Student Learning Standards.</li> <li>▪ Identify the effects of Common Core Standards on state testing.</li> <li>▪ Identify 3 controversies that stem from the use of Common Core Standards as used for instructional practice.</li> <li>▪ Identify Pros and Cons of Common Core Standards.</li> </ul>	<p><b>Concept map:</b> Create a concept map that examines the pros and cons of using Common Core Standards.</p> <p><b>Current event:</b> Read and summarize a current event article that examines some controversies surrounding the Common Core Standards.</p>	<p><a href="http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/SOSSandCC2010_FullReportFINAL_8.pdf">http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/SOSSandCC2010_FullReportFINAL_8.pdf</a></p> <p><b>Common Core State Standards: Pros and Cons:</b>  <a href="http://www.parents4publicschools.org/Documents/Common_core_chart_final.pdf">http://www.parents4publicschools.org/Documents/Common_core_chart_final.pdf</a></p> <p><b>A Guide to Common Core:</b>  <a href="http://www.usnews.com/news/special-reports/a-guide-to-common-core">http://www.usnews.com/news/special-reports/a-guide-to-common-core</a></p>
<p>Analyze and assess the</p>	<p>How and why do States</p>	<ul style="list-style-type: none"> <li>▪ Explain why states</li> </ul>	<p><b>Oral report:</b> With a</p>	<p><b>Lessons From the</b></p>

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<p>effectiveness of standardized testing in determining student readiness for college.</p> <p><b>NJSLS:</b>            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 2            9.3.12.ED-PS 3            9.3.12.ED-PS 4            9.3.12.ED-TT 02            9.3.12.ED-TT 09            NJLSA.R1.            NJLSA.R4.            NJLSA.W1.            NJLSA.W4.            NJLSA.W7.            NJLSA.W9.            NJLSA.SL1.            NJLSA.SL4.            NJLSA.L1.            NJLSA.L6.</p> <p><b>CCTC:</b>            ED 03            ED 06            ED-PS 2</p>	<p>use standardized testing to determine high school academic proficiency?</p> <p>How have urban school districts been affected by the heavy reliance upon standardized testing results to determine school quality and student readiness for college?</p> <p>What are some controversies that stem from the usage of standardized testing results in determining student college readiness?</p>	<p>use standardized testing to determine high school academic proficiency.</p> <ul style="list-style-type: none"> <li>▪ Identify pros and cons of standardize testing.</li> <li>▪ Summarize the affect of standardize testing on students in urban school districts.</li> <li>▪ Identify some of the controversies of standardized testing as determining college readiness.</li> <li>▪ Demonstrate respect for various viewpoints.</li> <li>▪ Interview Skills</li> <li>▪ Public Speaking Skills</li> </ul>	<p>partner examine the purpose, and usage of standardized testing, of an assigned decade. Report findings to class.</p> <p><b>Table talk:</b> With a group discuss the pros and cons of standardized testing at the elementary and high school levels. Discuss which academic level would most benefit from standardized test results, and why.</p> <p><b>Interviews:</b> Interview 2 stakeholders in your school district's education system (ex: teachers, administrators, board members, parents, etc.), and discuss the impact that standardized testing has had on your school district.</p>	<p><b>Past: A History of Educational Testing in the United States</b>  <a href="http://www.princeton.edu/~ota/disk1/1992/9236/923606.PDF">http://www.princeton.edu/~ota/disk1/1992/9236/923606.PDF</a></p> <p><b>Purpose of Standardized Tests</b>  <a href="https://www.ets.org/understanding_testing/purpose">https://www.ets.org/understanding_testing/purpose</a></p> <p><b>Is Use of Standardized Tests Improving Education in America?</b>  <a href="http://standardizedtests.procon.org/">http://standardizedtests.procon.org/</a></p> <p><b>Why Standardized Tests Don't Measure Educational Quality</b>  <a href="http://www.ascd.org/publications/educational-leadership/mar99/vol56/num06/Why-Standardized-Tests-Don't-Measure-">http://www.ascd.org/publications/educational-leadership/mar99/vol56/num06/Why-Standardized-Tests-Don't-Measure-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED-PS 3 ED-PS 4 ED-TT 02 ED-TT 09				<a href="#">Educational-Quality.aspx</a>  <b>Report: Standardized Testing Debate Should Focus on Local School Districts</b> <a href="http://www.usnews.com/news/articles/2014/02/05/report-standardized-testing-debate-should-focus-on-local-school-districts">http://www.usnews.com/news/articles/2014/02/05/report-standardized-testing-debate-should-focus-on-local-school-districts</a>  <b>Why Poor Schools Can't Win at Standardized Testing</b> <a href="http://www.theatlantic.com/features/archive/2014/07/why-poor-schools-cant-win-at-standardized-testing/374287/">http://www.theatlantic.com/features/archive/2014/07/why-poor-schools-cant-win-at-standardized-testing/374287/</a>
Research and summarize the impact that Abbott v. Burke has had on public school funding in New Jersey.  <b>NJSLS:</b>	How were schools in New Jersey funded before the Abbott v. Burke case?  What issues does the Abbott v. Burke case	<ul style="list-style-type: none"> <li>▪ Summarize the Abbott v. Burke case.</li> <li>▪ Identify the issues of Abbott v. Burke.</li> <li>▪ Explain the school funding before the Abbott v. Burke case.</li> </ul>	<b>Source analysis:</b> Examine and analyze Abbott v. Burke Court documents and determine whether or not you agree with the	<b>Explainer: Abbott v. Burke, Changing the Rules for Funding Schools</b> <a href="http://www.njspotlight.com/stories/13/0710/1649/">http://www.njspotlight.com/stories/13/0710/1649/</a>

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<p>9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 2            9.3.12.ED-PS 4            9.3.12.ED-TT 05            9.3.12.ED-TT 11            NJLSA.R1.            NJLSA.R4.            NJLSA.W1.            NJLSA.W4.            NJLSA.W7.            NJLSA.W9.            NJLSA.SL1.            NJLSA.L1.</p> <p><b>CCTC:</b>            ED 03            ED 06            ED-PS 2            ED-PS 4            ED-TT 05            ED-TT 11</p>	<p>address?</p> <p>What were the points and counterpoints raised by the prosecution in the Abbott v. Burke case?</p> <p>What were the points and counterpoints raised by the defense in the Abbott v. Burke case?</p> <p>How has New Jersey's school funding formula been affected by the outcome of the Abbott v. Burke case?</p> <p>To what extent have Governors of New Jersey adhered to the school funding formula since Abbott v. Burke?</p> <p>How has the New Jersey school funding formula changed since Abbott v. Burke?</p>	<ul style="list-style-type: none"> <li>▪ Explain the differences in school funding after the Abbott v. Burke case.</li> <li>▪ Report both positive and negative outcomes of the Abbott v. Burke case.</li> <li>▪ Evaluate the extent that NJ Governors had adhered to the school funding formula since Abbott v. Burke.</li> <li>▪ Essay Writing</li> </ul>	<p>defendant's argument.</p> <p><b>Essay:</b> Write a 5 paragraph essay examining and discussing the effect that increased funding would have had on urban schools.</p> <p><b>Graphic organizer:</b>            Create a graphic organizer outlining the different funding formulae used by the State of New Jersey</p> <p><b>Double entry log:</b> Read an article about school funding, and create a double entry log discussing key points in the article that you found interesting.</p>	<p><b>Abbott v. Burke</b>  <a href="http://www.edlawcenter.org/cases/abbott-v-burke/abbott-v.-burke-overview.html">http://www.edlawcenter.org/cases/abbott-v-burke/abbott-v.-burke-overview.html</a></p> <p><a href="http://www.edlawcenter.org/cases/abbott-v-burke/abbott-history.html">http://www.edlawcenter.org/cases/abbott-v-burke/abbott-history.html</a></p> <p><a href="http://www.edlawcenter.org/cases/abbott-v-burke/abbott-decisions.html">http://www.edlawcenter.org/cases/abbott-v-burke/abbott-decisions.html</a></p> <p><a href="http://www.edlawcenter.org/cases/abbott-v-burke/abbott-legal-archives.html">http://www.edlawcenter.org/cases/abbott-v-burke/abbott-legal-archives.html</a></p> <p><b>History of Funding Equity</b>  <a href="http://www.state.nj.us/education/archive/abbotts/crono/">http://www.state.nj.us/education/archive/abbotts/crono/</a></p> <p><b>NJ School Funding</b>  <a href="http://www.schoolfunding">http://www.schoolfunding</a></p>

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<p>Examine and evaluate the impact that the No Child Left Behind Act has had on student performance in New Jersey schools.</p> <p><b>NJSLS:</b>            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 1            9.3.12.ED-PS 2            9.3.12.ED-PS 3            9.3.12.ED-TT 02            9.3.12.ED-TT 04            9.3.12.ED-TT 09            9.3.12.ED-TT 10            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.R8.            NJSLSA.W1.            NJSLSA.W4.            NJSLSA.SL1.            NJSLSA.L1.            NJSLSA.L6.</p>	<p>What is the Elementary and Secondary Education Act (ESEA)?</p> <p>What is the Improving America’s School Act?</p> <p>What is the purpose of the No Child Left Behind Act (NCLB)?</p> <p>What are the provisions of the No Child Left Behind Act?</p> <p>What are the consequences that schools who fail to make improvements according to the No Child Left Behind Act face?</p> <p>How have some New Jersey schools made changes in order to meet the improvements outlined in the No Child</p>	<ul style="list-style-type: none"> <li>▪ Summarize key points of the Elementary and Secondary Education Act.</li> <li>▪ Summarize key points of the Improving America’s School Act.</li> <li>▪ Summarize key points of the No Child Left Behind Act.</li> <li>▪ Identify consequences for schools that fail to improve based on NCLB.</li> <li>▪ Identify changes made by New Jersey schools to adhere to NCLB act.</li> <li>▪ Public Speaking Analysis</li> <li>▪ Opinion Paper Writing.</li> </ul>	<p><b>Graphic organizer:</b>            Create a graphic organizer that outlines the history and purpose of the No Child Left Behind Act of 2001.</p> <p><b>Video analysis:</b> Watch and analyze the video clip of the speech given by President Bush in 2007 about the reauthorization of the No Child Left Behind Act.</p> <p><b>Editorial:</b> Write a newspaper editorial that examines and evaluates the effects of the No Child Left Behind Act.</p> <p><b>Gallery walk:</b> On posters, groups will outline and analyze the pros and cons of the No Child Left Behind Act. Afterwards, students will</p>	<p><a href="http://info/states/nj/lit_nj.php3">.info/states/nj/lit_nj.php3</a></p> <p><b>No Child Left Behind: Background and Analysis</b>  <a href="http://febp.newamerica.net/background-analysis/no-child-left-behind-overview">http://febp.newamerica.net/background-analysis/no-child-left-behind-overview</a></p> <p><b>History of the No Child Left Behind Act of 2001 (NCLB)</b>  <a href="http://images.pearsonassessments.com/images/tmrs/tmrs_rg/HistoryofNCLB.pdf?WT.mc_id=TMR_S_History_of_the_No_Child_Left_Behind">http://images.pearsonassessments.com/images/tmrs/tmrs_rg/HistoryofNCLB.pdf?WT.mc_id=TMR_S_History_of_the_No_Child_Left_Behind</a></p> <p><b>Ten Big Effects</b>  <a href="http://www.cepdc.org/cfcontent_file.cfm?Attachment=JenningsStarkRentner_NCLB-TenBigEffects_110106.pdf">http://www.cepdc.org/cfcontent_file.cfm?Attachment=JenningsStarkRentner_NCLB-TenBigEffects_110106.pdf</a></p> <p><b>No Child Left Behind</b></p>

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<b>CCTC:</b> ED 03 ED 06 ED-PS 1 ED-PS 2 ED-PS 3 ED-TT 02 ED-TT 04 ED-TT 09 ED-TT 10 ED-TT 11	Left Behind Act?		circulate around the classroom reading and responding to the analysis of the pros and cons posted by groups using sticky notes.	<u><b>(NCLB) Requirements for Schools</b></u> <a href="http://www.greatschools.org/definitions/nclb/nclb.html">http://www.greatschools.org/definitions/nclb/nclb.html</a>  <u><b>No Child Left Behind Reauthorization: Speech by President Bush (2007)(Video Clip)</b></u> <a href="https://www.youtube.com/watch?v=p-mbJznoz3l">https://www.youtube.com/watch?v=p-mbJznoz3l</a>
Dissect the Race to the Top program and determine the impact that the incentives outlined in this initiative have had on education in New Jersey.  <b>NJSLS:</b> 9.3.12.ED 06 9.3.12.ED-PS 1 9.3.12.ED-PS 2 9.3.12.ED-PS 3 9.3.12.ED-TT 04 9.3.12.ED-TT 09 9.3.12.ED-TT 11	What is the American Recovery and Reinvestment Act of 2009 (ARRA)?  What is the purpose Race to the Top?  What are the provisions of Race to the Top?  To what extent does Race to the Top address merit pay?  What are the trends in	<ul style="list-style-type: none"> <li>▪ Define the American Recovery and Reinvestment Act of 2009.</li> <li>▪ Define the Race to the Top.</li> <li>▪ Define merit pay.</li> <li>▪ Identify the provisions of the Race to the Top.</li> <li>▪ Identify trends in New Jersey student achievement.</li> <li>▪ Identify how the Race to the Top affects student achievement.</li> </ul>	<b>Concept map:</b> Create a concept map dissecting and analyzing the components of Race to the Top.  <b>Blog entry:</b> Write a blog entry from the perspective of President Barack Obama, or Secretary of Education Arne Duncan, explaining the rationale behind implementing Race to the Top.	<u><b>U.S. Department of Education Race to the Top-District Competition Background</b></u> <a href="https://www2.ed.gov/programs/racetothetop-district/2012-background.pdf">https://www2.ed.gov/programs/racetothetop-district/2012-background.pdf</a>  <u><b>Race to the Top Fund</b></u> <a href="http://www2.ed.gov/programs/racetothetop/index.html">http://www2.ed.gov/programs/racetothetop/index.html</a>  <b>Pay Based on Test</b>

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<p>NJLSA.R1.  NJLSA.R4.  NJLSA.R8.  NJLSA.W1.  NJLSA.W4.  NJLSA.SL1.  NJLSA.SL4.  NJLSA.L1.  NJLSA.L6.</p> <p><b>CCTC:</b>  ED 06  ED-PS 1  ED-PS 2  ED-PS 3  ED-TT 04  ED-TT 09  ED-TT 11</p>	<p>New Jersey student achievement since the implementation of Race to the Top?</p> <p>To what extent can a correlation be made between the implementation of Race to the Top and the trends in New Jersey student achievement?</p>	<ul style="list-style-type: none"> <li>▪ Identify Pro/Con arguments for the Race to the Top program.</li> </ul>	<p><b>Table talk:</b> In a group discuss the pros and cons of Race to the Top.</p> <p><b>Empirical data analysis:</b> Use the NJ Statewide Assessment Reports to create a chart that will determine if test scores in the Paterson Public School District improved after the implementation of Race to the Top.</p>	<p><b>Scores?</b>  <a href="http://www.nea.org/home/36780.htm">http://www.nea.org/home/36780.htm</a></p> <p><b>Race to the Top New Jersey Report (Year 2)</b>  <a href="http://www2.ed.gov/programs/racetothetop/performance/new-jersey-year-2.pdf">http://www2.ed.gov/programs/racetothetop/performance/new-jersey-year-2.pdf</a></p> <p><b>New Jersey Statewide Assessment Reports</b>  <a href="http://www.state.nj.us/education/schools/achievement/">http://www.state.nj.us/education/schools/achievement/</a></p>
<p>Research and develop a hypothesis that explains the impact that the privatization of education has had on school cost and education quality.</p> <p><b>NJSLS:</b>  9.3.12.ED 03  9.3.12.ED 06</p>	<p>What are some arguments made by proponents of the privatization of education?</p> <p>What are some arguments made by opponents of the privatization of</p>	<ul style="list-style-type: none"> <li>▪ Define privatization and free market.</li> <li>▪ Identify the benefits of privatization of education.</li> <li>▪ Identify the detriments of privatization of education.</li> <li>▪ Summarize the</li> </ul>	<p><b>Role playing:</b> Assign roles in groups that represent the parent, the student, the tax payer (without a child), and the school. Each role will contribute to writing a dialogue presenting their perspective on either the positives or negatives of</p>	<p><b>The Free Market Approach to Educational Reform</b>  <a href="http://www.rand.org/content/dam/rand/pubs/papers/2008/P6141.pdf">http://www.rand.org/content/dam/rand/pubs/papers/2008/P6141.pdf</a></p> <p><b>Confronting the Challenge of Privatization in Public</b></p>

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<p>9.3.12.ED-PS 2            9.3.12.ED-PS 4            9.3.12.ED-TT 05            9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJLSA.R1.            NJLSA.R4.            NJLSA.W1.            NJLSA.W4.            NJLSA.SL1.            NJLSA.L1.            NJLSA.L6.</p> <p><b>CCTC:</b>            ED 03            ED 06            ED-PS 2            ED-PS 4            ED-TT 05            ED-TT 09            ED-TT 11</p>	<p>education?</p> <p>How would the privatization of schools affect school cost?</p> <p>How would the privatization of schools affect education quality?</p> <p>What are some positive and negative consequences that could affect public schools if a free market approach were to be taken?</p>	<p>affects of education quality from privatization of education.</p> <ul style="list-style-type: none"> <li>▪ Explain how privatization of schools affects school cost.</li> <li>▪ Identify the positive and negative consequences that could affect public schools due to privatization.</li> <li>▪ Writing Skills</li> </ul>	<p>the privatization of public education.</p> <p><b>Graphic organizer:</b>            Create a graphic organizer that outlines the different ways and the degree to which public school districts can be privatized.</p> <p><b>Newspaper op-ed:</b>            Write a newspaper op-ed discussing your opinion on the pros or cons of privatizing public education, and the effect that privatization would have on student achievement.</p>	<p><b>Education</b>  <a href="http://steinhardt.nyu.edu/metrocenter.olde/resources/PDF/Confronting%20the%20Challenge%20of%20Privatization.pdf">http://steinhardt.nyu.edu/metrocenter.olde/resources/PDF/Confronting%20the%20Challenge%20of%20Privatization.pdf</a></p> <p><b>Privatization in Education: Myths, Realities, and Prospects</b>  <a href="https://www.usc.edu/dept/education/cegov/focus/leadership/publications/other/Privatization%20in%20Education%20-%20Myths,%20Realities,%20Prospects.pdf">https://www.usc.edu/dept/education/cegov/focus/leadership/publications/other/Privatization%20in%20Education%20-%20Myths,%20Realities,%20Prospects.pdf</a></p> <p><b>The Corporate Take Over of Public Education</b>  <a href="http://www.huffingtonpost.com/diann-woodard/the-corporate-takeover_b_3397091.html">http://www.huffingtonpost.com/diann-woodard/the-corporate-takeover_b_3397091.html</a></p>

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				<p><b>Public Schools: Make Them Private</b>  <a href="http://www.cato.org/pubs/briefs/bp-023.html">http://www.cato.org/pubs/briefs/bp-023.html</a></p> <p><b>Trends in School Choice and the Privatization of Education</b>  <a href="https://www.ncsl.org/print/educ/Privatization.pdf">https://www.ncsl.org/print/educ/Privatization.pdf</a></p>
<p>Determine the benefit/constraints of investing in career technical education in New Jersey schools.</p> <p><b>NJSLS:</b>            9.3.12.ED 06            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 05            9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.</p>	<p>What is the Vocational Education Act of 1963?</p> <p>What is the Carl D. Perkins Vocational and Technical Education Act?</p> <p>What is the purpose of Career Technical Education?</p> <p>How will converting traditional schools and curricula to meet Career Technical Education standards affect school</p>	<ul style="list-style-type: none"> <li>▪ Define the Vocational Education Act of 1963.</li> <li>▪ Define the Carl D. Perkins Vocational and Technical Education Act.</li> <li>▪ Define Career Technical Education.</li> <li>▪ Identify how traditional schools can be converted to meet Career Technical Education standards.</li> <li>▪ Identify the Pros and Cons of the Career</li> </ul>	<p><b>Concept map:</b> Create a concept map that will highlight the background and intended outcomes of Career Technical Education.</p> <p><b>Journal article:</b> Write a journal article that examines and discusses the pros and cons of Career Technical Education.</p> <p><b>Prezi/Powerpoint:</b> Create a Prezi or a powerpoint that presents</p>	<p><b>National Assessment of Career and Technical Education</b>  <a href="https://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/interim-report.pdf">https://www2.ed.gov/rschstat/eval/sectech/nacte/career-technical-education/interim-report.pdf</a></p> <p><b>Investing in America's Future: A Blueprint for Transforming Career Technical Education</b>  <a href="https://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf">https://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf</a></p>

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NJSLSA.W1. NJSLSA.W4. NJSLSA.L1. NJSLSA.L6.  <b>CCTC:</b> ED 06 ED-PS 1 ED-PS 2 ED-PS 3 ED-PS 4 ED-TT 05 ED-TT 09 ED-TT 11	costs?  How will student achievement be affected by an increased/decreased investment in Career Technical Education?	Technical Education standards. <ul style="list-style-type: none"> <li>▪ Analyze and summarize the affects of Career Technical Education on student achievement.</li> <li>▪ Writing Skills</li> </ul>	a cost-benefit analysis of converting traditional schools and curricula to meet Career Technical Education standards.  <b>School improvement plan project:</b> Create a school action plan that will enhance the way in which Career Technical Education is implemented in your school.	<p><b>The State of Career Technical Education: An Analysis of State CTE Standards</b>  <a href="http://www.careertech.org/sites/default/files/State-CTE-Standards-ReportFINAL.pdf">http://www.careertech.org/sites/default/files/State-CTE-Standards-ReportFINAL.pdf</a></p> <p><b>Funding for Career Technical Education</b>  <a href="http://www2.umaine.edu/mepri/sites/default/files/CTEfinalreport061709.pdf">http://www2.umaine.edu/mepri/sites/default/files/CTEfinalreport061709.pdf</a></p> <p><b>Career Technical Education: New Jersey's Pathway to Prosperity</b>  <a href="http://www.njsetc.net/njsetc/commission/setc/materials/documents/2013-9-17%20CTE%20NJ%20Pathway%20to%20Prosperity.pdf">http://www.njsetc.net/njsetc/commission/setc/materials/documents/2013-9-17%20CTE%20NJ%20Pathway%20to%20Prosperity.pdf</a></p>
Cite research to discuss	What is school choice?	▪ Define School	<b>Source analysis:</b>	<b>What is school choice?</b>

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<p>the benefits and constraints of school choice.</p> <p><b>NJSLS:</b>            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 2            9.3.12.ED-PS 4            9.3.12.ED-TT 02            9.3.12.ED-TT 04            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.W1.            NJSLSA.W4.            NJSLSA.SL1.            NJSLSA.L1.</p> <p><b>CCTC:</b>            ED 03            ED 06            ED-PS 2            ED-PS 4            ED-TT 02            ED-TT 04</p>	<p>What are the stipulations of Title X of the “America 2000 Excellence in Education Act?”</p> <p>What is the difference between inter-district public school choice programs, and intra-district public school choice programs?</p> <p>What are some financial benefits that a public school district can gain from participating in the school choice program?</p> <p>What are some social benefits of school choice?</p> <p>What are some constraints in school choice?</p>	<p>Choice.</p> <ul style="list-style-type: none"> <li>▪ Define inter-district public school choice.</li> <li>▪ Define intra-district school choice.</li> <li>▪ Summarize Title I of the “America 2000 Excellence in Education Act.</li> <li>▪ Compare and Contrast inter vs. intra-district school choice.</li> <li>▪ Identify the financial benefits of school choice.</li> <li>▪ Identify the social benefits of school choice.</li> <li>▪ Identify the constraints of school choice.</li> <li>▪ Critical Reading Analysis Skills</li> </ul>	<p>Examine and analyze the America 2000 Excellence in Education Act.</p> <p><b>Graphic organizer:</b>            Create a graphic organizer that outlines the difference between inter-district public school choice programs, and intra-district public school programs.</p> <p><b>Current Event/Double entry log:</b> Read, and summarize a current event article that discusses the effect of school choice on student participation, and achievement.</p>	<p><a href="http://www.edchoice.org/School-Choice/What-is-School-Choice.aspx">http://www.edchoice.org/School-Choice/What-is-School-Choice.aspx</a></p> <p><b>Summaries for the America 2000 Excellence in Education Act</b>  <a href="https://www.govtrack.us/congress/bills/102/hr2460/summary">https://www.govtrack.us/congress/bills/102/hr2460/summary</a></p> <p><b>Inter-district Public School Choice</b>  <a href="http://www.state.nj.us/education/choice/">http://www.state.nj.us/education/choice/</a></p> <p><b>Voluntary Public School Choice</b>  <a href="http://www2.ed.gov/progr/ams/choice/index.html">http://www2.ed.gov/progr/ams/choice/index.html</a></p> <p><b>Choice of Schools: Pros and Cons</b>  <a href="http://www.ecs.org/html/issueSection.asp?issueid=22&amp;s=Pros+%26+Cons">http://www.ecs.org/html/issueSection.asp?issueid=22&amp;s=Pros+%26+Cons</a></p>

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				<p><b>School Choice: Pros, Cons, and Concerns</b>  <a href="http://files.eric.ed.gov/fulltext/ED341747.pdf">http://files.eric.ed.gov/fulltext/ED341747.pdf</a></p> <p><b>Does School Choice Work?</b>  <a href="http://www.nationalaffairs.com/publications/detail/does-school-choice-work">http://www.nationalaffairs.com/publications/detail/does-school-choice-work</a></p> <p><b>School Choice in New Jersey</b>  <a href="http://www.edchoice.org/School-Choice/State/NJ.aspx">http://www.edchoice.org/School-Choice/State/NJ.aspx</a></p>
<p>Evaluate the impact that school vouchers have had on student achievement.</p> <p><b>NJSLS:</b>            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 2            9.3.12.ED-PS 4            9.3.12.ED-TT 04            9.3.12.ED-TT 05</p>	<p>What is a school voucher?</p> <p>How are school vouchers related to school choice?</p> <p>What are points and counterpoints regarding the impact that school vouchers have on student achievement?</p>	<ul style="list-style-type: none"> <li>▪ Define Voucher.</li> <li>▪ Define School Choice.</li> <li>▪ Identify how the voucher system affects student academic achievements.</li> <li>▪ Evaluate the how the voucher system assists students with paying for private</li> </ul>	<p><b>Notetaking:</b> Create notes that outline and summarize the rationale behind school vouchers.</p> <p><b>Graphic organizer:</b> Create a graphic organizer that outlines the similarities and differences in school voucher programs in at</p>	<p><b>What is a school voucher</b>  <a href="http://www.greatschools.org/school-choice/7200-school-vouchers.gs">http://www.greatschools.org/school-choice/7200-school-vouchers.gs</a></p> <p><b>School Vouchers</b>  <a href="http://www.ncsl.org/research/education/school-choice-vouchers.aspx">http://www.ncsl.org/research/education/school-choice-vouchers.aspx</a></p> <p><b>School Voucher Laws:</b></p>

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<p>9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.W1.            NJSLSA.W4.            NJSLSA.SL1.            NJSLSA.L1.            NJSLSA.L6.</p> <p><b>CCTC:</b>            ED 03            ED 06            ED-PS 2            ED-PS 4            ED-TT 04            ED-TT 05            ED-TT 09            ED-TT 11</p>		<p>schools.</p> <ul style="list-style-type: none"> <li>▪ Compare and contrast voucher programs from different states.</li> <li>▪ Identify the pro/con arguments for the voucher system.</li> <li>▪ Analyze the affects of the voucher system on the public school system.</li> </ul>	<p>least 3 different states.</p> <p><b>Brochure:</b> Create a brochure for a fictitious non-profit organization that expresses either support or opposition to the use of school vouchers to increase student achievement.</p>	<p><b>State-by-State Comparison</b>  <a href="http://www.ncsl.org/research/education/voucher-law-comparison.aspx">http://www.ncsl.org/research/education/voucher-law-comparison.aspx</a></p> <p><b>The Controversial School Voucher Issue</b>  <a href="http://www.econedlink.org/lessons/index.php?lid=185&amp;type=student">http://www.econedlink.org/lessons/index.php?lid=185&amp;type=student</a></p> <p><b>The Impact of School Vouchers on Student Achievement: A Research Update</b>  <a href="http://keystoneresearch.org/sites/keystoneresearch.org/files/EITC-Appendix.pdf">http://keystoneresearch.org/sites/keystoneresearch.org/files/EITC-Appendix.pdf</a></p> <p><b>School Vouchers and Achievement: What We Know So Far</b>  <a href="http://files.eric.ed.gov/fulltext/ED498832.pdf">http://files.eric.ed.gov/fulltext/ED498832.pdf</a></p>
<p>Compare and contrast student achievement in</p>	<p>What is a charter school?</p>	<ul style="list-style-type: none"> <li>▪ Define Charter School.</li> </ul>	<p><b>Graphic organizer:</b>            Create a graphic</p>	<p><b>Public vs. Private vs. Charter Schools</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>charter schools and public schools.</p> <p><b>NJSLS:</b>            9.3.12.ED 01            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 2            9.3.12.ED-PS 4            9.3.12.ED-TT 04            9.3.12.ED-TT 05            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.W1.            NJSLSA.W4.            NJSLSA.W7.            NJSLSA.W9.            NJSLSA.SL1.            NJSLSA.SL4.            NJSLSA.L1.</p> <p><b>CCTC:</b>            ED 01            ED 03            ED 06            ED-PS 2            ED-PS 4</p>	<p>What is the difference between a charter school, and a public school?</p> <p>How are charter schools and public schools related?</p> <p>What is the difference between a charter school, and a private school?</p> <p>How are charter schools related to school choice?</p> <p>What are some different methods of student selection that charter schools employ?</p> <p>To what extent have charter schools reported significant gains in student achievement, and in college</p>	<ul style="list-style-type: none"> <li>▪ Define Private School.</li> <li>▪ Define Public School.</li> <li>▪ Define School Choice.</li> <li>▪ Identify the differences between charter schools and private schools.</li> <li>▪ Identify how charter schools and public schools are related.</li> <li>▪ Explain various forms of student selection for charter schools.</li> <li>▪ Analyze data results from charter schools and compare them to data results from public schools.</li> <li>▪ Identify pro/con arguments for charter schools</li> <li>▪ Predict the affects of growing charter schools on public schools.</li> </ul>	<p>organizer that compares and contrasts charter schools, private schools, and public schools.</p> <p><b>Table talk:</b> In groups students will discuss the effect that charter school selection processes can have on student performance.</p> <p><b>Newspaper op-ed:</b>            Write a newspaper op-ed that answers the following question:            Should more charter schools be opened in Paterson?</p>	<p><a href="http://www.greatschools.org/school-choice/6987-public-private-charter-schools.gs">http://www.greatschools.org/school-choice/6987-public-private-charter-schools.gs</a></p> <p><b>The Center for Education Reform</b>  <a href="https://www.edreform.com/issues/choice-charter-schools/">https://www.edreform.com/issues/choice-charter-schools/</a></p> <p><b>Charter Schools</b>  <a href="http://www.ncspe.org/publications_files/Charter%20Schools-FAQ.pdf">http://www.ncspe.org/publications_files/Charter%20Schools-FAQ.pdf</a></p> <p><b>Charter School Achievement: Hype vs. Evidence</b>  <a href="http://www.educationjustice.org/newsletters/nlej_s21_art5_detail_CharterSchoolAchievement.htm">http://www.educationjustice.org/newsletters/nlej_s21_art5_detail_CharterSchoolAchievement.htm</a></p> <p><b>Charter School Laws Across the States</b>  <a href="https://www.edreform.com/wp-">https://www.edreform.com/wp-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED-TT 04 ED-TT 05 ED-TT 11	<p>enrollment?</p> <p>How do charter schools compare to public schools when considering student achievement and college enrollment?</p> <p>How have critics of charter schools responded to student achievement gains reported by charter schools?</p>			<a href="content/uploads/2012/04/CER_2012_Charter_Laws.pdf">content/uploads/2012/04/CER_2012_Charter_Laws.pdf</a>
<p>Research, hypothesize, and evaluate the effect that year-round school would have on student achievement.</p> <p><b>NJSLS:</b>            9.3.12.ED 01            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 1            9.3.12.ED-PS 2            9.3.12.ED-PS 4</p>	<p>What is a year-round school?</p> <p>How would year-round school affect school costs?</p> <p>What are some ways in which year-round school would affect a traditional school calendar?</p> <p>How have proponents</p>	<ul style="list-style-type: none"> <li>▪ Define year-round school.</li> <li>▪ Identify benefits of implementing a year-round school schedule.</li> <li>▪ Identify detriments of implementing a year round school schedule.</li> <li>▪ Explain the cost differences between a year-round vs.</li> </ul>	<p><b>Concept map:</b> Create a concept map that explains the rationale behind year-round schools.</p> <p><b>Modified school calendar project:</b> In groups create a new year-round school calendar, and explain the rationale behind the new</p>	<p><b>The Pros and Cons of Year-Round Schools</b>  <a href="http://www.scholastic.com/parents/resources/article/choosing-schools-programs/pros-and-cons-year-round-schools">http://www.scholastic.com/parents/resources/article/choosing-schools-programs/pros-and-cons-year-round-schools</a></p> <p><b>Could Students Benefit from Year-Round Schools (video)</b>  <a href="http://www.pbs.org/news/hour/bb/always-ready-">http://www.pbs.org/news/hour/bb/always-ready-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED-TT 02            9.3.12.ED-TT 04            9.3.12.ED-TT 05            9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJLSA.R1.            NJLSA.R4.            NJLSA.SL1.            NJLSA.SL4.            NJLSA.L1.            NJLSA.L6.</p> <p><b>CCTC:</b>            ED 01            ED 03            ED 06            ED-PS 1            ED-PS 2            ED-PS 4            ED-TT 02            ED-TT 04            ED-TT 05            ED-TT 09            ED-TT 11</p>	<p>argued that year-round school would affect student achievement?</p> <p>How have opponents contested that year-round school would affect student achievement?</p>	<p>traditional school year.</p> <ul style="list-style-type: none"> <li>▪ Speculate the affects to families of a year round school year.</li> <li>▪ Identify the goals of a year-round school schedule.</li> <li>▪ Public Speaking</li> </ul>	<p>calendar’s creation.</p> <p><b>Oral report:</b> In groups, make an oral presentation that analyzes, and discusses the effect that year-round school could have on student achievement if a new modified calendar were to be implemented in the Paterson Public School District.</p>	<p><a href="https://www.cde.ca.gov/ls/fa/yr/guide.asp">go-back-students-may-benefit-year-round-schooling/#disqus_thread</a></p> <p><b>Year-Round Education Program Guide</b>  <a href="http://www.cde.ca.gov/ls/fa/yr/guide.asp">http://www.cde.ca.gov/ls/fa/yr/guide.asp</a></p> <p><b>Schools Without A Summer Break: An In-Depth Look at Year-Round Schooling</b>  <a href="https://ink.niche.com/schools-without-summer-break-depth-look-year-round-schooling/">https://ink.niche.com/schools-without-summer-break-depth-look-year-round-schooling/</a></p>
<p>Summarize the philosophy behind tracking, and assess its effectiveness.</p>	<p>What is ability tracking/ability grouping?             Why was ability tracking</p>	<ul style="list-style-type: none"> <li>▪ Explain if tracking results in higher student achievement support your answer.</li> </ul>	<p><b>Graphic Organizer:</b>            Create a graphic organizer that discusses different methods of</p>	<p><b>Can Tracking Improve Learning?</b>  <a href="http://educationnext.org/tracking-improve-learning/">http://educationnext.org/tracking-improve-learning/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b>            9.3.12.ED 01            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 1            9.3.12.ED-PS 2            9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.R8.            NJSLSA.W1.            NJSLSA.W4.            NJSLSA.W7.            NJSLSA.W9.            NJSLSA.SL1.            NJSLSA.SL4.            NJSLSA.L1.</p> <p><b>CCTC:</b>            ED 01            ED 03            ED 06            ED-PS 1            ED-PS 2            ED-TT 09            ED-TT 11</p>	<p>first implemented in public schools?</p> <p>How has tracking impacted diversity in the classroom?</p> <p>How has tracking affected classroom instruction?</p> <p>What are some arguments that proponents use to support the practice tracking?</p> <p>What are some arguments that opponents use to contest the practice of tracking?</p> <p>What are some controversies that surround the practice of tracking today?</p> <p>How has tracking</p>	<ul style="list-style-type: none"> <li>▪ Identify various methods of tracking.</li> <li>▪ Predict the future plans for tracking in the Paterson Public School System.</li> <li>▪ Explain how tracking has affected classroom instruction.</li> <li>▪ Identify the pro-con arguments of tracking.</li> <li>▪ Identify some of the modern controversies that surround the practice of tracking.</li> <li>▪ Public Speaking</li> <li>▪ Debate Skills</li> </ul>	<p>tracking.</p> <p><b>Platform Speech:</b> Give a platform speech as a candidate for the Paterson Board of Education in which you discuss your views on, and future plans for, tracking in the Paterson Public School District.</p> <p><b>Debate topic:</b> Do you think that tracking results in higher student achievement?</p>	<p><b>Ability Tracking: A View From All Perspectives</b>  <a href="http://sitemaker.umich.edu/356.spadavecchio/ability_tracking_a_view_from_all_perspectives">http://sitemaker.umich.edu/356.spadavecchio/ability_tracking_a_view_from_all_perspectives</a></p> <p><b>Tracking and Detracking: High Achievers in Massachusetts Middle School</b>  <a href="http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/200912_Detracking_7.pdf">http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/200912_Detracking_7.pdf</a></p> <p><b>Setting the Record Straight on Ability Grouping</b>  <a href="http://www.edweek.org/tm/articles/2013/05/20/fp_olszewski.html">http://www.edweek.org/tm/articles/2013/05/20/fp_olszewski.html</a></p> <p><b>Classroom Leveling, Tracking, and Ability</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	impacted student achievement?			<b>Grouping</b> <a href="http://www.wrightpsych.com/popular-topics/leveled-classrooms">http://www.wrightpsych.com/popular-topics/leveled-classrooms</a>
<p>Investigate and cite research to discuss the impact that inclusion has had on the academic results of both general education students, and special education students.</p> <p><b>NJSLS:</b>            9.3.12.ED 03            9.3.12.ED 06            9.3.12.ED-PS 1            9.3.12.ED-PS 2            9.3.12.ED-PS 3            9.3.12.ED-TT 05            9.3.12.ED-TT 09            9.3.12.ED-TT 11            NJSLSA.R1.            NJSLSA.R4.            NJSLSA.R8.            NJSLSA.W1.            NJSLSA.W4.</p>	<p>What is classroom inclusion?</p> <p>Why was classroom inclusion implemented in public schools?</p> <p>How has classroom inclusion impacted classroom diversity?</p> <p>How has classroom inclusion affected classroom instruction?</p> <p>What are some arguments that proponents use to support classroom inclusion?</p> <p>What are some arguments that</p>	<ul style="list-style-type: none"> <li>▪ Define Inclusion Classroom</li> <li>▪ Identify the benefits of inclusion classrooms.</li> <li>▪ Identify the impact of inclusion classrooms on diversity and instruction.</li> <li>▪ Identify some counter arguments to the use of inclusion classrooms.</li> <li>▪ Explain how inclusion classrooms have affected classroom instruction.</li> <li>▪ Timelines</li> <li>▪ Debate Skills</li> </ul>	<p><b>Timeline:</b> Create a timeline that discusses legislation that resulted in de-tracking, and in the implementation of classroom inclusion.</p> <p><b>Graphic organizer:</b> Create a graphic organizer that discusses the pros and cons of de-tracking.</p> <p><b>Debate:</b> Has de-tracking had an adverse effect on urban school districts?</p>	<p><b>The Detracking Movement</b>  <a href="http://educationnext.org/the-detracking-movement/">http://educationnext.org/the-detracking-movement/</a></p> <p><b>Ability Tracking: A View From All Perspectives</b>  <a href="http://sitemaker.umich.edu/356.spadavecchio/ability_tracking_a_view_from_all_perspectives">http://sitemaker.umich.edu/356.spadavecchio/ability_tracking_a_view_from_all_perspectives</a></p> <p><b>Tracking and Detracking: High Achievers in Massachusetts Middle School</b>  <a href="http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/200912_Detracking_7.pdf">http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/200912_Detracking_7.pdf</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLSA.SL1. NJSLSA.SL4. NJSLSA.L1.</p> <p><b>CCTC:</b> ED 03 ED 06 ED-PS 1 ED-PS 2 ED-PS 3 ED-TT 05 ED-TT 09 ED-TT 11</p>	<p>opponents use to contest the practice of classroom inclusion?</p> <p>What are some controversies that surround classroom inclusion today?</p> <p>How has classroom inclusion impacted student achievement?</p>			<p><b><u>Closing the Achievement Gap by Detracking</u></b>  <a href="http://www.wilsonsd.org/cms/lib01/PA01000270/Centricity/Domain/259/Closing_the_Achievement_Gap.pdf">http://www.wilsonsd.org/cms/lib01/PA01000270/Centricity/Domain/259/Closing_the_Achievement_Gap.pdf</a></p> <p><b><u>What is Tracking and How to Start Dismantling It</u></b>  <a href="http://www.ascd.org/publications/books/108013/chapters/What-Tracking-Is-and-How-to-Start-Dismantling-It.aspx">http://www.ascd.org/publications/books/108013/chapters/What-Tracking-Is-and-How-to-Start-Dismantling-It.aspx</a></p> <p><b><u>The Disadvantages of Tracking and Ability Grouping: A Look at Cooperative Learning as an Alternative</u></b>  <a href="http://www.dropoutprevention.org/sites/default/files/SS05.pdf">http://www.dropoutprevention.org/sites/default/files/SS05.pdf</a></p>

## Unit 3 Vocabulary

A Nation at Risk  
 Abbot v. Burke  
 Ability tracking  
 Accountability  
 American Recovery and Reinvestment Act of 2009  
 Board of Education  
 Career Technical Education (CTE)  
 Carl D. Perkins Vocational and Technical Education Act  
 Charter school  
 Classroom inclusion  
 Common core standards  
 Elementary and Secondary Education Act (ESEA)  
 Free market School choice  
 Inter-district public school choice  
 Intra-district public school choice  
 Merit pay

No Child Left Behind Act  
 Parochial schools  
 Private school  
 Privatization  
 Proficiency  
 Race to the Top  
 School action plan  
 School voucher  
 Standardized testing  
 Standards based education  
 State content core standards  
 The Improving America's School Act  
 The Vocational Education Act of 1963  
 Title I schools  
 Title X of the America 2000 Excellence in Education Act  
 Year-round school

## Suggested Unit Projects

*Choose At Least One*

Create a website for a new career themed based charter school.

Write a satirical original film, song, or story about the future of education based on the historical trends of education reform movements.

## Suggested Structured Learning Experiences

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