

# Unit 02: Fairness

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

---

### New Jersey Student Learning Standards

---

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.

### Integration of Career Readiness, Life Literacies and Key Skills

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

### Technology / Integration of Computer Science and Design Thinking

---

## Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

---

LA.RL.6	Reading Literature Text Key Ideas and Details
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.K-12.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.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.W	Writing Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W7	Research to Build and Present Knowledge 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. Range of Writing
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Comprehension and Collaboration
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.K-12.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.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy** **New Section**

see Crosswalks

## **21st Century Life and Careers**

### **Stage I: Desired Results**

### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

## Meaning

---

### Essential Questions

---

#### Essential Questions

- Why should people be treated fairly?
- What happens when people are treated unfairly?

### Enduring Understanding/Indicators of Understanding

---

#### Enduring Understanding/Indicators of Understanding

- Fairness is essential to cultivating a just society.
- Conflict arises when people are treated unfairly.

### Acquisition (Student Learning Objectives)

---

### Knowledge

---

#### Knowledge

Students will know...

- The students will be able to come up with their own definition of "fair."
- The students will be able to evaluate multiple scenarios as to whether they are fair or not.
- The students will be able to respond to the fable "The Two Bags," identifying how people have a tendency to judge others without recognizing their own faults.
- Students will be able to employ the "I Messages" approach to conflict resolution.
- The students will be able to define the term compromise.
- The students will be able to differentiate between cooperation and compromise and determine which is appropriate in a given situation.

### Skills

---

#### Skills

Student will be skilled at ...

- Gathering information from various kinds of text
- Reading and analyzing various fables
- Creating and implementing a service project
- Implementing the scientific method
- Formal letter writing
- Literary analysis

### **Stage 3: Learning Plan**

---

#### **Resource and Mentor Texts**

---

Resources and Mentor Texts

Aesop's Fables by Aesop

Assorted Readings and Comprehension questions

[http://www.aesopfables.com/  
Compromise and Cooperate Questions.docx](http://www.aesopfables.com/Compromise and Cooperate Questions.docx)

#### **Formative Assessment Strategies**

---

Formative Assessment Strategies

- Evaluation of comprehension questions
- Evaluation of completed Fairness Children's Story
- Evaluation of completed journal prompts
- Evaluation of conflict story

## Learning Activities/Unit of Study

---

### Learning Activities/Unit of Study

- Ask students to come up with their own definition of fairness; review and settle on class definition
- When given multiple scenarios, students must identify whether or not the situation is a fair one; answers must be backed up with a well-written explanation
- Students must compose a children's story with fairness as a theme
- Students share story with the class
- Read aloud the fable "The Two Bags" by Aesop
- Respond to discussion questions
- Discuss: Why are we so quick to judge others before recognizing these same faults in ourselves?
- Relate discussion to current topic of fairness
- Discussion: Conflict Resolution using I messages
- Present student with different scenarios and have them use "I Messages" to solve the conflict, rather than place the blame
- Brainstorm contentious situations
- Develop positive solutions to these conflicts
- Students create their own story which ends in conflict and share with the class
- Students must then write an alternate ending to this story in which the conflict is avoided
- Watch brief bullying video clip
- Complete video discussion questions
- Define compromise
- Students read different situations and identify which story involves cooperation and which involves compromise
- What would you do? Journal Response
- Complete final draft of "conflict" story and present to class
- Present student with MLK quote regarding cooperation/compromise
- Discussion: What does this quote mean to you
- Compromise Reading Selection
- Explain methodology used in the process of compromise
- Read 3 different situations and apply the compromise method to each
- Watch a video depicting several different situations involving conflict
- After the introduction of each conflict, students must identify a resolution strategy they would employ
- Students write down their resolutions
- Watch a video depicting several different situations involving conflict
- After the introduction of each conflict, students must identify a resolution strategy they would employ
- Students write down their resolutions
- Culminating discussion about fairness

<http://www.thirteen.org/peaceful/strate.html>  
[Art of Compromise.pdf](#)

## **Modifications and/or Accommodations**

---

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily

overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.