

Unit 1: Understanding Life, Death, and Thanatology

Content Area: **Social Studies**
Course(s): **Death & Dying**
Time Period: **1 marking period**
Length: **2 Weeks**
Status: **Published**

Unit Overview

Students will be able to define life, death and thanatology. Students will be able to also analyze the impact of each and formulate an opinion on how this effects them personally and through life experience

Transfer

Students will be able to independently use their learning to formulate opinions on life, death and thanatology and the impact they have on all areas of life

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- The study of life is critical to understanding the study of death

- Death is inevitable and that all people will experience it in some way
- Thanatology is the study of death
- The historical perspective of why people believe what they believe about death
- Taboos surround the topic of death and that we need to break through some of those taboos

Essential Questions

Students will keep considering...

- What impact death has on everyone
- Why their views of death could impact their everyday life

Application of Knowledge and Skill

Students will know...

Students will know...

- other people's ideas concerning death and dying
- why they believe what they believe concerning death
- the views of death by people of other times and places
- the impact of aging family members and the impact on society as a whole
- the life-death cycle in and of nature to that of humans

Students will be skilled at...

Students will be skilled at...

- analyzing the qualities that determine life
- synthesizing information about death and the impact of death on society
- compare and contrast their opinions of death to those in their class
- concluding that the life and death cycle is a natural thing that all humans will experience
- analyze the impact of medicine on death
- summarizing the idea of taboos and how they have changed

Academic Vocabulary

Chemical uniqueness, Hierarchical organization, Metabolism, Prognosis, Heroic action, Taboo, Thanatology

Target 2

Determine the importance of studying death

- Determine the importance of studying death

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.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

Target 1

Determine how medicine and advances in medicine have effect the population and views on death

- Determine how medicine and advances in medicine have effect the population and views on death

SOC.6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

Target 3

Determine what is taboo in our society and how taboo's change

- Determine what is taboo in our society and how taboo's change

SOC.6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

Accommodations/Modifications

Enrichment opportunities: extra credit for those who choose to do outside the classroom work

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activities (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Unit Resources

Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

Social Studies Notebook

Interdisciplinary Connections
