

Unit 3: Death Penalty opinions and issues

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

Unit Overview

Students will be able formulate an opinion on the death penalty and describe the different issues concerning the topic

Transfer

Students will be able to comprehend and develop their own opinions on the death penalty and issue that arrive when studying the topic

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 death penalty is a controversial topic on many different levels
- Religion, family, and world view all play a role in how people view the death penalty

- There are facts that support both sides of the argument
- That society as a whole ebbs and flows and that opinions on the death penalty has changed with that

Essential Questions

Students will keep considering...

- Why the death penalty is controversial
- Why their views of the death penalty will reveal their world view

Application of Knowledge and Skill

Students will know...

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- other peoples views on the death penalty
- why they believe what they believe concerning the death penalty
- the political and social impact of the death penalty
- how other countries and governments view the death penalty

Students will be skilled at...

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- analyzing the different views on the death penalty
- synthesizing statistical data about the death penalty and formulate opinions on it
- compare and contrast their opinions of death penalty to those in their class
- analyze the impact of legislation concerning the death penalty
- summarizing their opinions on the death penalty and giving arguments for why their view is correct

Academic Vocabulary

Abolitionist, Retentionist, Amnesty International, Protocol, Deterrence, Litigation

Target 2

Determine the importance of how societies views on the death penalty have changed over the years

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.

WORK.9-12.9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

Target 1

Determine how to punish crimes that are heinous

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.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

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.

21st Century Life and Careers

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
