

# Unit 4: Statistical Analyzes and 5 stages of Death and Dying

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

## Unit Overview

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Students will be able classify the 5 stages of death and dying and implement experience that relate to the different stages. They will also be able to view statistics on death and formulate their own conclusions on what these statistics imply.

## Transfer

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Students will be able to comprehend the statistics and generate their own examples of the 5 stages of death and dying.

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

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- Statistical analyzes can be important in supporting conclusions and hypothesis made.
- Knowing how to grieve the loss of a loved one is an important aspect of life and death.
- Though there are 5 stages of death and dying that not everyone will proceed through each stage.
- Understanding the 5 stages of death help them and/or a love to navigate the toughest part of ones life.

### **Essential Questions**

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Students will keep considering...

- Why death impacts everyone and everything
- Why their understanding of grieving and the 5 stages of death process will better equip them for living life and supporting others through the process

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know...

- the life expectancy of other countries
- some of the appropriate ways to grieve the loss of a friend
- the different experiences of death
- the 5 stages of death and dying by Kubler-Ross

## **Students will be skilled at...**

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Students will be skilled at...

- analyze the statistical analyzes and formulate opinions on what the statistics show
- synthesizing statistical data about different cultures and who people die and formulate opinions on it
- compare and contrast their views on grieving with others in the class
- analyze the 5 stages of death and dying and implement real life experiences into the stages
- summarizing their opinions on the 5 stages of death and dying by walking a fictitious character through the stages of death and grieving

## **Academic Vocabulary**

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Somatic death, Cellular death, Brain dead, Alzheimer's, Nephritis, Septicemia, Imperial, Mortal

## **Target 2**

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Determine the importance of knowing the leading cause of death and how to combat them.

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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

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Determine how some people experience all 5 stages and how some only experience a couple

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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

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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

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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**

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Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

Benchmark

## **Accommodations/Modifications**

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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**

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Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

Social Studies Notebook

## **Interdisciplinary Connections**

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