

# 05\_Beauty and Cheating

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **3-4 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Ethics CP

In Ethics CP, students will learn about various ethical dilemmas facing citizens in this global society. Topics covered in this class include moral stages of development, domestic abuse, cheating, standards of beauty, and the right to die. Students will learn to think critically about these topics and analyze how they impact society as a whole.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Objective(s):**

- Students will explain the different perspectives and definitions of beauty
- Students will learn the different meanings of beauty in different societies
- Students will explain cheating and its different motivations

### **Essential Question(s):**

- What is beauty?
- How does a person define beauty?
- How do societies define beauty?
- How does the idea of beauty differ across societies?
- What is cheating?
- Why do people cheat?

### **Enduring Understanding(s):**

- Students will understand that there are varying views of beauty within societies
- Students will understand that the definition of beauty varies from societies to societies
- Students will understand the different motivations for cheating

## CONTENT AREA STANDARDS

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SOC.6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.HistoryCC.5.h	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.  Human and civil rights support the worth and dignity of the individual.  Global interconnections create complex spatial patterns at multiple scales that continue to change over time.  Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

## STUDENT LEARNING TARGETS

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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### **Students will understand that:**

- There are different definitions of beauty
- Beauty is different within societies and across different societies
- People cheat for many different reasons

## **Procedural Knowledge**

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### **Students will be able to:**

- Explain the definition of beauty
- Determine how and why the definition of beauty changes within and across cultures
- Define cheating
- Evaluate the different reasons that people cheat

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessment**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Do nows
- Exit tickets
- Benchmarks for projects
- Reading response questions

## **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Individual beauty projects "What is beauty to me"
- Different country/society beauty projects
- Research essays

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Resources Include:**

- What is beauty? (Google Docs)
- Country beauty project (Google Docs)
- <http://www.telegraph.co.uk/science/2016/03/12/the-science-of-sexiness-why-some-people-are-just-more-attractive/>
- <http://www.newsweek.com/biology-beauty-178836>
- <https://people.howstuffworks.com/cheaters-never-win-many-us-high-school-students-disagree.htm>

## **INTERDISCIPLINARY CONNECTIONS**

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**Technology/Multimedia**

Video case studies

Audio/visual media analysis

Research based writing

Google

Media literacy

Educational tech applications

## **Math**

Financial/Economic/Business/Entrepreneurial Literacy

## **English Language Arts**

Speech/Debate

Informational writing

## **Career Readiness**

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Literary responses (critical)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.