

# 03\_Domestic Abuse

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **2-3 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 understand how to critically analyze information to make informed decisions
- Students will understand how traumatic and difficult an abusive situation is
- Students will understand that there comes a point where survival outweighs morality
- Students will understand why it is so hard to leave an abusive situation

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

- How does an individual make informed responsible decisions?
- How does an individual critically analyze information they have been given?
- How does domestic abuse traumatize an individual?
- Why is it so hard for people to leave an abusive situation?
- When does the point come where survival outweighs moral choices?

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

- Students will understand the importance of making informed responsible decisions
- Students will understand that critical analysis of information is important to making those decisions
- Students will understand the trauma and the difficulty an individual faces in domestic

abuse

- Students will understand that there is a point where the need for survival outweighs the moral choices of life

## **CONTENT AREA STANDARDS**

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SOC.6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
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.  Governments around the world support universal human rights to varying degrees.  Human and civil rights support the worth and dignity of the individual.

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

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LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
SEL.PK-12.1.1	Recognize one’s feelings and thoughts
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

## **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 ways to critically analyze information to make informed responsible decisions
- Domestic abuse traumatizes individuals
- There is a time when survival outweighs moral choices
- It is hard for individuals to leave domestic abuse

## **Procedural Knowledge**

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

- Critically analyze the information on domestic abuse
- Make informed decisions on the different types and reasons for domestic abuse
- Evaluate the trauma that domestic abuse inflicts on individuals
- Explain when and how individuals leave abusive situations

## **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 Assessments**

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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
- Responses to reading assignments
- Video viewing response questions
- Exit tickets

## **Summative Assessments**

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

- Research papers
- 1 page movie reaction
- Teacher made quizzes

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

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**Resources Include:**

- the movie "Enough"
- Dating Violence: Are You a Victim? <http://nationalsave.org/pdf/Dating-Violence-Lesson-Plan.pdf>
- Relationship Abuse: <http://stepupprogram.org/topics/relationship-abuse/>
- News articles
- psychologytoday.com

## **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**

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See link to Accommodations & Modifications document in course folder.