

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**SCHOLARS' CENTER FOR THE HUMANITIES**

# **HONORS MODERN AMERICAN CULTURES**

Grade Level: 12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2009**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Course Philosophy**

Every individual grows and develops over the course of his/her lifetime. The foundation used in this development is a combination of the culture in which they are raised, and the education that they receive. Through the Honors Modern American Cultures course each student will embrace the similarities of a diverse world integrating knowledge, skills, and attitudes into a framework that will enable students to fully comprehend the subject. The purpose behind this course is to expose our students to the cultural issues, social movements, and societal changes that constitute American society, and challenge them through research to understand their development and form their own personal perspective.

## **Course Description**

In order to carry out this philosophy, students taking the Modern American Cultures course will take part in a variety of tasks. Students will research, analyze, and discuss collaboratively in a student-centered classroom the different cultures that create American society. Students will write papers and give oral presentations on key issues and prominent figures that have shaped our society. Cooperative group work, visual presentations, and interactive activities such as mock trials and elections will be used to enhance the students learning experience. To help teach one another about the concepts brought forth throughout the course, stimulating debates will be held on a variety of issues. Active participation in the course will be necessary for students to gain a full understanding of the concepts related to modern culture.

**Freehold Regional High School District  
Curriculum Map**

**(Honors) Modern American Cultures**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1 A1-8 6.2 A7; E13 6.4 K2	Pop culture has influenced the American individual's view of the world.	What are the components of Pop Culture (film, music, media)? Should these outlets be regulated by the government? What is freedom of speech? What is a stereotype? How are they created? How have media trends changed over time? What role has media played in politics? What influences a change in the media? What does it take for a fad to become trend? What is the difference between a celebrity and an icon?	Pretest  Student Survey  KWL	Journals  Quizzes  Chapter Tests  Written Assignments	Projects  Mid Terms  Final Exam  Who are you? Essay
6.1 A1-8; 6.2.C2; B5; E9-10 6.3 E1-2; H3 6.4 A; J3-4; L7 6.5 A9; B6	Class and status have become a major influence in ones destiny in American culture.	What category of class/status is your family identified with and what are some detriments and benefits associated with this categorization? How has society allowed for individuals to change their class/status? Do all classes receive similar contributions from the government? How does this differ from one benefit to the next? How are they the same?	Oral Questions/ Discussion  "Do Now" Question	Oral Presentations  Observations	
6.1 A1-8 6.2 A7; B2; C1-6; D2	Capital punishment is a constant source of controversy and debate.	Has capital punishment proven to be an effective deterrent to violent crimes? Which part of our society does capital punishment most effect? Which states throughout the country use capital punishment the most? Which use it the least? What are the effects on their crime rates? What is the financial cost of capital punishment compared to that of incarceration?		Participatory Rubrics  Role Play	
6.1 A1-8; 6.2 B4; D2; E13-15 6.4 D3; F4; G1-3; H3; I4; K6	Racism and sexism has an effect on society	What groups in American Culture have been affected by racism? What periods of history does racism stem from? What are the indicators of domestic violence/abusive relationships?		Research Assignments  Interviews	
6.1 A1-8 6.2 B4; D2; E13-15 6.4 D3; F4; G1-3; H3; I4; K6	Affirmative Action stems from ideas and feelings to extend equality to all.	Where does the idea of affirmative action stem from? What are the advantages of affirmative action? What are the disadvantages? What minority groups does affirmative action protect? What are some famous cases dealing with affirmative action?			
6.1 A1-8 6.2 E12 6.3 H3; F2	Advances in technology often lead to dilemmas in morality.	What are some of the technological advances in your lifetime? What has influenced different advances in technology? What is stem-cell research? What positives have been presented for its use? Negatives?			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1 A1-8 6.3 E6	Religious beliefs affect society's views on morality.	What are the steps in dealing with an ethical situation? What is separation of church and state? What role has religion played in politics? How has the issue of euthanasia been debated? How has homosexuality been perceived by the government? How does religion affect morality?	Pretest  Student Survey  KWL  Oral Questions/ Discussion  "Do Now" Question	Journals	Projects
6.1 A1-8 6.2 A1-7; B 6.3 H1-3 6.4 I1	There has been a gradual changing integrity of politics in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.	What role does morality have in the election process? What behaviors are considered acceptable by politicians? What behaviors are not considered acceptable? What actions have been deemed unethical in politics?		Quizzes	Mid Terms
6.1 A1-8 6.4A; K2	The idea of the family model has changed with time.	What models of a family exist? What are the causes in changing the family model? How does the American family model compare to other societies across the globe?		Written Assignments	Final Exam
6.1 A1-8 6.1 A1-8 6.4A; K2	The role of education has changed in American Culture.	How has the need for an education changed in America? How does the American government provide funding for education? What role do schools have as social institutions? How does the American education system compare globally?		Who are you? Essay	
				Oral Presentations	
				Observations	
				Participatory Rubrics	
				Role Play	
				Research Assignments	
				Interviews	

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**(Honors) Modern American Cultures**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Pop Culture	<p>Pop culture has influenced the American individual's view of the world.</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify the various components of culture.</li> <li>2. Students will be able to examine the influence that the media has in creating a culture.</li> <li>3. Students will be able to distinguish how prominent individuals influence cultural trends.</li> </ol>	4-6 weeks
Unit #2: Class and Status	<p>Class and status have become a major influence in ones destiny in American culture.</p> <ol style="list-style-type: none"> <li>1. Students will be able to analyze data associated with an individual's class/status.</li> <li>2. Students will be able to create possible solutions to the obstacles faced by those less fortunate in society.</li> </ol>	4-6 weeks
Unit #3: Capital Punishment	<p>Capital punishment is a constant source of controversy and debate.</p> <ol style="list-style-type: none"> <li>1. Students will be able to examine the various attempts by the judicial system to deter crime in America.</li> <li>2. Students will be able to debate the pros and cons of the use of capital punishment.</li> <li>3. Students will be able to understand how different cultures around the world use capital punishment as a deterrent for deviant behavior.</li> </ol>	4-6 weeks
Unit #4: Racism and Sexism	<p>Racism and sexism has an effect on society. Affirmative Action stems from ideas and feelings to extend equality to all.</p> <ol style="list-style-type: none"> <li>1. Students will be able to trace the roots of racism and sexism in American history.</li> <li>2. Students will be able to identify stereotypes and there origins.</li> <li>3. Students will be able to recognize influential leaders in fighting for equality in the social and political forums.</li> </ol>	4-6 weeks
Unit #5: Technological and Religious effects on Morality	<p>Advances in technology often lead to dilemmas in morality. Religious beliefs effect society's views on morality.</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify how advances in technology have changed Americas views on morality.</li> <li>2. Students will be able to understand the correlation between an individuals religious and moral beliefs.</li> </ol>	4-6 weeks
Unit #6: Politics of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries	<p>There has been a gradual changing integrity of politics in the 20<sup>th</sup> and 21<sup>st</sup> centuries.</p> <ol style="list-style-type: none"> <li>1. Students will be able to understand the role of integrity in politics.</li> <li>2. Students will be able to analyze prominent politicians and assess their legacy.</li> </ol>	4-6 weeks
Unit #7: Family/ Education	<p>The idea of the family model has changed with time. The role of education has changed in American Culture.</p> <ol style="list-style-type: none"> <li>1. Students will be able to identify and understand the evolution of the family model in America.</li> <li>2. Students will be able to quantify the need for education in the past and future.</li> </ol>	4-6 weeks

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #1: Pop Culture**

**Enduring Understanding:** Pop culture has influenced the American individual's view of the world.

**Essential Questions:** What are the components of Pop Culture (film, music, media)? Should these outlets be regulated by the government?  
 What is freedom of speech? What is a stereotype? How are they created?  
 How have media trends changed over time? What role has the media played in politics? What influences a change in the media?  
 What does it take for a fad to become a trend?  
 What is the difference between a celebrity and an icon?

**Unit Goals:** The students will be able to identify the various components of culture.  
 Students will be able to examine the influence that the media has in creating a culture.  
 Students will be able to distinguish how prominent individuals influence cultural trends.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 A7; E13, 6.4 K2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the elements that make up culture?  What prominent individuals from the modern era have influenced society's view on culture?  What media outlets are the most effective sources in influencing society?  How is daily life affected by Pop Culture?  At what point if any, should the media be censored?  What stereotypes have been created in our current culture?	Brainstorm the meaning of culture.  Describe the effects of Pop Culture on your life personally.  Create a fictional icon that would influence society.  Research and identify characteristics of the elements of culture.  List and assess positive and negative influences of Pop Culture icons.  Define similarities and differences throughout between various genres of music.  Analyze the influences of the Beatles during the 1960's.  Brainstorm on the influences of the "Hippy Movement".  Research court cases concerning first amendment rights.	Current textbook and resource binders  Internet  Magazines  Newspapers  Videos  Community resources  Supplemental readings  <a href="http://www.wsu.edu/~amerstu/pop/">http://www.wsu.edu/~amerstu/pop/</a> . Resources for a critical analysis of Pop Culture  <a href="http://www.uiowa.edu/~commstud/resources/POP-Culture.html">http://www.uiowa.edu/~commstud/resources/POP-Culture.html</a> . Contains various articles on all elements of Pop Culture	Lecture and class discussion  Chapter analysis  Compare and discuss student responses  Research based projects  Group presentation of analyses  Create posters and/or power point presentations  Essay assignments	Written tests and quizzes  Worksheets  Project assessments  Article summaries  Notebook assessments  Responses to discussion questions  Journal assessments

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #2: Class and Status**

**Enduring Understanding:** Class and status have become a major influence in ones destiny in American culture.

**Essential Questions:** What category of class/status is your family identified with and what are some detriments and benefits associated with this categorization?  
 How has society allowed for individuals to change their class/status?  
 Do all classes receive similar contributions from the government?  
 How does this differ from one class/status to the next?

**Unit Goals:** Students will be able to analyze data associated with an individual's class/status.  
 Students will be able to create possible solutions to the obstacles faced by those less fortunate in society.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 C2; B5; E9-10, 6.3 E1-2; H3, 6.4 A; J3-4; L7, 6.5 A9; B6

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What classes exist within American society?  What are the origins of using class to categorize people?  What are examples of government programs established to aid the less fortunate classes?  How has the importance of classes changed over time?  What factor does age play in classifying an individual?  What factor does race play in class/status?	Debate the factors that may hinder social mobility in American society.  Analyze data concerning the correlation between income and education.  Interview a member of the current workforce to identify the path taken to reach their position.  Examine the success rate of government programs established to aid the less fortunate. (i.e. Welfare)  Create a timeline of significant minority achievements.  Debate from the viewpoints of people from different socioeconomic levels on how they view change in society.  Create a career plan for your future goals.	Current textbook and resource binders  Internet  Magazines  Newspapers  Videos  Community resources  Supplemental readings  <a href="http://www.yale.edu/lawweb/jbalkin/articles/status1.htm">http://www.yale.edu/lawweb/jbalkin/articles/status1.htm</a>  Resources breaking down the status in a democracy  <a href="http://pmr.uoregon.edu/science-and-innovation/uo-research-news/research-news-2008/december-2008/black-and-white-is-not-always-a-clear-distinction/">http://pmr.uoregon.edu/science-and-innovation/uo-research-news/research-news-2008/december-2008/black-and-white-is-not-always-a-clear-distinction/</a>  Article studying socioeconomics and incarceration as being factors in defining race	Lecture and class discussion  Chapter analysis  Compare and discuss student responses  Research based projects  Group presentation of analyses  Create posters and/or power point presentations  Essay assignments  Students will create a photo essay using 8 to 12 images from the textbook, web, or another resource on the elements/icons of Pop Culture. Students may only use captions, so the pictures must tell the story	Written tests and quizzes  Worksheets  Project assessments  Article summaries  Notebook assessments  Responses to discussion questions  Journal assessments

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

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(Honors) Modern American Cultures**

**Unit #3: Capital Punishment**

**Enduring Understanding:** Capital punishment is a constant source of controversy and debate.

**Essential Questions:** Has capital punishment proven to be an effective deterrent to violent crimes?

Which part of our society does capital punishment most effect?

Which states throughout the country use capital punishment the most? Which use it the least? What are the effects on their crime rates?

What is the financial cost of capital punishment compared to that of incarceration?

**Unit Goals:** Students will be able to examine the various attempts by the judicial system to deter crime in America.

Students will be able to debate the pros and cons of the use of capital punishment.

Students will be able to understand how different cultures around the world use capital punishment as a deterrent for deviant behavior.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 A7; B2; C1-6; D2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the current status of capital punishment in the United States?</p> <p>How does America's view on capital punishment compare with the rest of the world?</p> <p>Has capital punishment proven to be a deterrent to crime in America?</p> <p>What changes have occurred in the use of capital punishment throughout history?</p> <p>What factor does age play in the issuing of capital punishment?</p> <p>What factor does race play in the issuing of capital punishment?</p> <p>What famous court cases have revered the issuance of the death penalty?</p>	<p>Investigate crime statistics in states that have the death penalty.</p> <p>Debate the pros and cons of using capital punishment as a deterrent.</p> <p>Examine famous court cases concerning the use of capital punishment.</p> <p>Research the origin and evolution of capital punishment throughout history.</p> <p>Research the role of race in the use of capital punishment.</p> <p>Examine New Jersey's use of capital punishment?</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p> <p><a href="http://www.ojp.usdoj.gov/bjs/cp.htm">http://www.ojp.usdoj.gov/bjs/cp.htm</a>. Capital Punishment statistics from past to present.</p> <p><a href="http://www.prodeathpenalty.com/">http://www.prodeathpenalty.com/</a>. Pro-death penalty resources</p> <p><a href="http://www.aclu.org/capital/index.html">http://www.aclu.org/capital/index.html</a>. The ACLU argues that capital punishment is against Americans civil liberties.</p> <p><a href="http://www.ncadp.org/">http://www.ncadp.org/</a>. This link consists of case studies dedicated to raising awareness in abolishing the death penalty.</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p> <p>Students will write a position paper exploring the use of capital punishment over life in prison as a deterrent on crime in America.</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #4: Racism and Sexism**

**Enduring Understandings:** Racism and sexism has an effect on society.

Affirmative Action stems from ideas and feelings to extend equality to all.

- Essential Questions:** What groups in American Culture have been affected by racism?  
 What periods of history does racism stem from?  
 What are the indicators of domestic violence/abusive relationships?  
 Where does the idea of affirmative action stem from?  
 What are the advantages of affirmative action? What are the disadvantages?  
 What minority groups does affirmative action protect?  
 What are some famous cases dealing with affirmative action?

**Unit Goals:** Students will be able to trace the roots of racism and sexism in American history.

Students will be able to identify stereotypes and there origins.

Students will be able to recognize influential leaders in fighting for equality in the social and political forums.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 B4; D2; E13-15, 6.4 D3; F4; G1-3; H3; I4; K6

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
What are the definitions of racism, stereotypes, hate, and prejudice?  What types of hate groups exists in American culture?  What classifies a hate crime?  What tools can be used to overcome racism?  What leaders in modern culture have led the fight against racism?  What is the history of race in the military?  What is the role of affirmative action in combating racism?	Brainstorm ways in which affirmative action can be better utilized.  Analyze key affirmative action court cases and there results.(i.e. Michigan University)  Identify personal impediments faced due to racism and or sexism.  Research and identify group's borne from racism.  List and assess disadvantages that women face in the workforce.  Define racism and sexism.	Current textbook and resource binders  Internet  Magazines  Newspapers  Videos  Community resources  Supplemental readings  <a href="http://www.trinity.edu/~mkearl/race.html">http://www.trinity.edu/~mkearl/race.html</a> . This is a useful site filled with links and resources on various minority groups.	Lecture and class discussion  Chapter analysis  Compare and discuss student responses  Research based projects  Group presentation of analyses  Create posters and/or power point presentations to educate the student on issues faced by women.  Essay assignments	Written tests and quizzes  Worksheets  Project assessments  Article summaries  Notebook assessments  Responses to discussion questions  Journal assessments

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #5: Technology/Religion and Morality**

**Enduring Understandings:** Advances in technology often lead to dilemmas in morality.

Religious beliefs affect society's views on morality.

**Essential Questions:** What are some of the technological advances in your lifetime?

What has influenced the different advances in technology?

What is stem-cell research? What positives have been presented for its use? Negatives?

What are the steps in dealing with an ethical situation?

What is separation of church and state?

What role has religion played in politics?

How has the issue of euthanasia been debated?

How has homosexuality been perceived by the government?

How does religion affect morality?

**Unit Goals:** The students will identify how advances in technology have changed America's views on morality.

Students will be able to understand the correlation between an individual's religious and moral belief.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 E12, 6.3 H3; F2, 6.3 E6

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
What significant technological advances have been made in the last century?	Brainstorm to create fictional technological advances that would benefit society.	Current textbook and resource binders	Lecture and class discussion	Written tests and quizzes
How was each of the advances initially received by society?	Discuss and debate the influence religion has on one's morality.	Internet	Chapter analysis	Worksheets
What benefits are attributed to these advances?	Identify the difference between the law and a person's morality.	Magazines	Compare and discuss student responses	Project assessments
What detriments are attributed to these advances?	Research and identify major inventions and their use in society.	Newspapers	Research based projects	Article summaries
What are the most predominant religions in American society?	List and assess advantages and disadvantages of parenting at specific age intervals.	Videos	Group presentation of analyses	Notebook assessments
What are some influential religious action groups?	Define similarities and differences in the parenting roles of mothers and fathers.	Community resources	Create posters and/or power point presentations on specific technological advances which have created debate	Responses to discussion questions
How can changes in technology affect ethical decision making?	Debate the use of stem-cell research in curing diseases.	Supplemental readings	Essay assignments	Journal assessments
Has the government continued to uphold separation of church and state?				

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #6: Politics of the 20<sup>th</sup> and 21<sup>st</sup> Centuries**

**Enduring Understanding:** There has been a gradual changing integrity of politics in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Essential Questions:** What role does morality have in the election process?  
 What behaviors are considered acceptable by politicians?  
 What behaviors are not considered acceptable?  
 What actions have been deemed unethical in politics?

**Unit Goals:** Students will be able to understand the role of integrity in politics.  
 Students will be able to analyze prominent politicians and assess their legacy.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.2 A1-7; B, 6.3 H1-3, 6.4 I1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are some of the political ideologies of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries?  What are the characteristics of these political systems?  What role has the media played in affecting political integrity?  What is the legacy of Richard Nixon's presidency?  What are political lobbyists?  What tools do lobbyists use to influence politicians?  What is the perception of New Jersey politics?  How has the public viewed government solutions to the current economic problems?	Evaluate the impact that the Watergate Scandal had on American politics.  Describe the changing role of lobbyists in influencing the political forum.  Identify specific political scandals which have changed the societal view of the American government.  Define the meaning and characteristics of integrity.  Research and investigate cases of political fraud in New Jersey. (i.e. Big Rig)  Compare and contrast the legacy of Presidents in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.  Analyze an election in an effort to compare campaign promises to actual accomplishments.	Current textbook and resource binders  Internet  Magazines  Newspapers  Videos  Community resources  Supplemental readings	Lecture and class discussion  Chapter analysis  Compare and discuss student responses  Research based projects  Group presentation of analyses  Create posters and/or power point presentations  Essay assignments  Students will write a critique of a President of their choice from Modern History.	Written tests and quizzes  Worksheets  Project assessments  Article summaries  Notebook assessments  Responses to discussion questions  Journal assessments

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

**Freehold Regional High School District  
(Honors) Modern American Cultures**

**Unit #7: Family and Education**

**Enduring Understandings:** The idea of the family model has changed with time.  
The role of education has changed in American Culture.

**Essential Questions:** What models of a family exist?  
What are the causes in changing the family model?  
How does the American family model compare to other societies across the globe?  
How has the need for an education changed in America?  
How does the American government provide funding for education?  
What role do schools have as social institutions?  
How does the American education system compare globally?

**Unit Goals:** Students will be able to identify and understand the evolution of the family model in America.  
Students will be able to quantify the need for education in the past and future.

**Duration of Unit:** 4-6 weeks

**NJCCCS:** 6.1 A1-8, 6.4A; K2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What economic factors have led to a change in the family model?</p> <p>How has societies increased acceptance of same sex relationships influenced the American family model?</p> <p>What are characteristics of the various types of family systems in America?</p> <p>What factors impede an individual from gaining a higher education?</p> <p>How can we make education attainable to more individuals in our society?</p>	<p>Explore various family models across the globe.</p> <p>Analyze data concerning the increase in divorce rates.</p> <p>Explore how the media has changed its portrayal of the “American” family.</p> <p>Identify specific cultures and religions and their affects on parenting styles and beliefs.</p> <p>Compare and contrast the benefits of attaining a higher education with income levels.</p> <p>Debate the advantages of attaining a higher education factoring in its cost.</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Community resources</p> <p>Supplemental readings</p> <p><a href="http://www.trinity.edu/~mkearl/family.html">http://www.trinity.edu/~mkearl/family.html</a>.</p> <p>Site provides a detailed outline of the history of family in America</p> <p><a href="http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so142/News_stories/NYTimesSingleWomen.html">http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so142/News_stories/NYTimesSingleWomen.html</a>.</p> <p>Graphs and statistics surrounding the changing view on marriage and family</p> <p><a href="http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so142/News_stories/Why_So_Many_Singles.html">http://www.faculty.fairfield.edu/faculty/hodgson/Courses/so142/News_stories/Why_So_Many_Singles.html</a>.</p> <p>Article analyzing a trend of single Americans</p>	<p>Lecture and class discussion</p> <p>Chapter analysis</p> <p>Compare and discuss student responses</p> <p>Research based projects</p> <p>Group presentation of analyses</p> <p>Create posters and/or power point presentations</p> <p>Essay assignments</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Notebook assessments</p> <p>Responses to discussion questions</p> <p>Journal assessments</p>

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.