

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: DEATH AND DYING</b> <b>COURSE NUMBER: 132</b>
<b>GRADE(S): 11-12</b>	<b>PRE-REQUISITES (IF ANY): NONE</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Introduction	8 days	<ul style="list-style-type: none"> <li>Assessment of student attitudes</li> <li>Examples of how contemporary America deals with death—denial, etc.</li> <li>Comparison of current attitudes, practices with those in earlier time period</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Compare and contrast attitudes and beliefs in different time periods.</li> <li>State and defend an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing and discussion</li> </ul>	History strand LS 2
Dying	12 days	<ul style="list-style-type: none"> <li>Emotional stages dying patients experience</li> <li>Methods of coping for friends and relatives</li> <li>Medical personnel and the dying</li> <li>Patients: hope and surviving the odds</li> <li>Role of hospice care</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Extract information from videotapes.</li> <li>Analyze case studies.</li> <li>Observe patient and relative or physician relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing (film analysis)</li> <li>Test</li> <li>Discussion</li> <li>Small group activities: Q and A</li> <li>Pairs role-playing</li> </ul>	N/A
Physical Death	6 days	<ul style="list-style-type: none"> <li>Criteria used to determine death</li> <li>Physical changes to body post-death</li> <li>Roles, responsibilities of medical examiners, pathologists</li> <li>The use of autopsy</li> <li>Forensic investigatory techniques</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Identify and explain the significance of physical conditions and legal, medical jobs/roles related to death investigation.</li> <li>Analyze case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussion</li> </ul>	Civics and Government strand LS 16
Grief and Mourning Children and Death	12 days	<ul style="list-style-type: none"> <li>Stages of grief that typically follow a death</li> <li>Loss of child; loss of parent; impact on bereaved</li> <li>Examples of abnormal grief</li> <li>Dangers of repressed mourning</li> <li>Examples of therapeutic grief expression</li> <li>Child issues: communication, their knowledge base, their fears, their needs</li> <li>Speakers: sharing of grief experiences</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Understand point of view of others.</li> <li>Analyze case studies.</li> <li>Evaluate effectiveness of different models of grief expression.</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing</li> <li>Test</li> <li>Group oral presentations</li> <li>Quiz</li> <li>Discussion</li> </ul>	N/A
Funerals: Home and Abroad	16 days	<ul style="list-style-type: none"> <li>Regulations and options available in funeral planning</li> <li>Distinctions between current traditional and non-traditional funerals</li> <li>Costs of funeral-related products and services</li> <li>Planning a funeral (See first item)</li> <li>Obituary writing</li> <li>Cemetery revelation: history and culture</li> <li>Field trips</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Understand and explain laws and funeral options.</li> <li>Collect cemetery data.</li> <li>Distinguish between pre- and post-World War II practices.</li> <li>Choose a funeral plan.</li> </ul>	<ul style="list-style-type: none"> <li>Essay writing</li> <li>Test</li> <li>Discussion</li> </ul>	History strands LS 2 Economic strand LS 11 and 14

Euthanasia: A Right to Die?	8 days	<ul style="list-style-type: none"> <li>• Definitions, types of euthanasia</li> <li>• Advantages and disadvantages of its use</li> <li>• Laws, court rulings; cultural change</li> <li>• Prolonging life vs. prolonging dying</li> <li>• Issues of age: babies; the elderly</li> <li>• Technology: respirators, feed tubes, etc.</li> <li>• Assisted suicide</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze case studies.</li> <li>• Debate pros and cons of passive euthanasia.</li> <li>• Identify terms and arguments.</li> <li>• Explain relevant court rulings related to euthanasia and physician-assisted suicides.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral exam</li> <li>• Discussion</li> <li>• Debate</li> </ul>	<p>Civics and Government strand LS 16</p>
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