



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Contemporary Global Studies

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Dr. Norman Francis ~ Principal of Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Matthew Vandeursen ~ Teacher

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

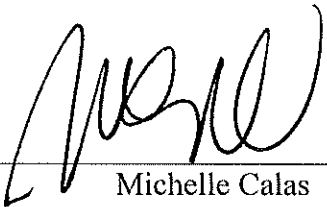
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	10-12	Unit Title:	Conflict in the Middle East
Unit Summary: Students will discuss and analyze the reasons for and consequences of conflict in the Middle East.					
Primary Interdisciplinary Connections: ELA/Civics					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: Conflict in the Middle East is extremely complex. Knowledge of the background of conflicts, religious differences, as well as Eastern and Western influences in the region will be explored. U.S. foreign policy is also complex and a well debated topic.					

Learning Targets

Standards:	LA.RH.11-12.1-10; LA.WHST.11-12.1.A-E; SOC.6.3.12.HistoryCA.2; SOC.6.2.12.CivicsHR.6.b; SOC.6.2.12.CivicsHR.6.a; SOC.6.2.12.HistoryCC.5.g; SOC.6.2.12.HistoryCC.5.b; SOC.6.2.12.EconGE.5.a; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3
Content Statements:	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 world citizens in the 21st century.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.3.12.HistoryC A.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.HistoryC C.5.g	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.
SOC.6.2.12.HistoryC C.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.



LA.RH.11-12.1-10	12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text. 12.3 Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. 12.6 Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. 12.8 Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources. 12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. 12.10 By the end of grade 12, read and comprehend history/social studies texts in grade 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1.A-E	1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 1.B Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. 1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



	1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 1.E Provide a concluding paragraph or section that supports the argument presented.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
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-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

Unit Essential Questions:

- What are the differences between the various religious groups in the Middle East?
- How did Eastern and Western foreign policy help shape the region?
- How did social policy progress and/or regress in the Middle East?

Unit Enduring Understandings:

- Compare and contrast the various religious groups in the Middle East as well as misconceptions of the region.
- Evaluate foreign policy of Western and Eastern nations.
- Analyze social progression/regression.
- Analyze the national conflicts between state and religion.
- Discuss and evaluate the impact of the Gulf War, War on Terror, and other major conflicts in the region.

Unit Learning Targets:

Students will develop a complex understanding of the Middle East and how various policies affect the region from multiple points of view.



Evidence of Learning

Summative Assessment: Unit Exam 1 Day
Equipment Needed: Test, laptops (online test)
Teacher Resources: Laptop, Quia, whiteboard

Formative Assessments:

- Student Discussion
- Debates
- Role Playing Exercises
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation
- Political Cartoon Assessment and Discussion

Lesson Plans

Lesson	Time Frame
Lesson 1 Intro to Middle East Religions	4 Days
Lesson 2 Gulf War	3 Days
Lesson 3 War on Terror	7 Days

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pbs.org/wgbh/globalconnections/mideast/>

<https://www.history.com/tag/middle-east>

<http://teachmiddleeast.lib.uchicago.edu/historical-perspectives/middle-east-seen-through-foreign-eyes/islamic-period/index.html>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Intro. to Middle East Religions Time Frame: 3 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources, discussion boards

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the beliefs of the three major religions (Christianity, Judaism, and Islam) in the Middle East - Establish a brief background of each religion and country of the Middle East - Explore common misconceptions of the three major religions - Compare and contrast various sects of Islam as they apply to international conflict and diplomacy	Lesson Sequence - Geographical Outline and Charts - Note-taking on the brief history of the major religions as well as various sects of those religions - Primary Source analysis on misconceptions - Quiz	- Geography and Vocabulary Quiz - Primary/Secondary Source Analysis - Essay
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Persian Gulf War Time Frame: 4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources, discussion boards

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline reasons for Western intervention in the Middle East - Analyze the causes of the Gulf War - Debate and discuss UN intervention - Discuss and analyze short and long term consequences of the Gulf War	Lesson Sequence - Pre-Reading - Note-taking on causes of Gulf War - Debate foreign policy and actions of the UN - Section Quiz	- Vocabulary Quiz - Debate Analysis - Section Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: War on Terror Time Frame: 7 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources, discussion boards

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline the reasons for Eastern and Western influence in the Middle East - Analyze and discuss various international terrorist attacks - Analyze and debate interventions made by the UN and the United States on the War on Terror - Objectively evaluate the foreign policy of the United States in the War on Terror	Lesson Sequence - Chart and outline key terminology - Note-taking on international and domestic terrorism - U.S. Foreign Policy Debate - Letter to Congress - Terrorism Exam	- Vocabulary Quiz - Debate Analysis - Essay - Section Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: Conflict in the Middle East
Created: February 2022	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	10-12	Unit Title:	Contemporary Issues on the African Continent
Unit Summary: Students will discuss current social and political issues facing the continent of Africa					
Primary Interdisciplinary Connections: ELA/Civics					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy					
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: Political and social issues in Africa are closely linked to Western Imperialism learned in the Western Civilization classes. This unit expands on that knowledge and explores conflicts that are directly and indirectly linked to imperialism and colonization.					

Learning Targets

Standards:	LA.RH.11-12.3; LA.RH.11-12.6; LA.WHST.11-12.1.A-E; SOC.6.3.12.HistoryCA.2; SOC.6.3.12.CivicsHR.1; SOC.6.2.12.CivicsHR.6.b; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3
Content Statements:	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 world citizens in the 21st century.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
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-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.



LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.WHST.11-12.1.A-E	1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 1.B Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 1.E Provide a concluding paragraph or section that supports the argument presented.
Unit Essential Questions: • What was the impact of colonization on the African continent? • What are the current social and political issues facing the population? • How are Western/Eastern countries helping to combat the current issues that plague Africa?	
Unit Enduring Understandings: • Differences and similarities between Northern Africa and sub-Saharan Africa • Impact of Western policy both past and present • Analyze the social issues that face various countries in Africa	
Unit Learning Targets: Students will develop a better understanding of the issues currently facing nations in Africa.	



Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Laptops, test (online test)

Teacher Resources: Laptop, Quia (online test)

Formative Assessments:

- Student Discussion
- Debates
- Role Playing Exercises
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation
- Political Cartoon Assessment and Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 Impact of Colonization	2 Days
Lesson 2 South African Apartheid	3 Days
Lesson 3 AIDS epidemic	2 Days

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.history.com/tag/africa>

<https://www.pbs.org/newshour/tag/apartheid>

<https://www.pbs.org/newshour/show/south-africa-nation-hardest-hit-hiv-plans-end-aids>

https://www.pbs.org/newshour/world/world-july-dec13-burkinafaso_07-10



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Impact of Western Colonization Time Frame: 2 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the impact of Western imperialism and colonization in Africa - Compare and contrast the differences between various African nations and the respective impact of decolonization - Evaluate foreign policy of the UN and Western nations to assist African nations	Lesson Sequence - Pre-reading - Note-taking comparing and contrasting various African nations - Class policy debate/discussion - Political cartoon analysis evaluating foreign policy of the UN and Western nations	- KWL chart - Class discussion - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs are met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Internet sources - Primary/secondary sources		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: South African Apartheid Time Frame: 3 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline the background of South African colonization - Analyze the impact of Apartheid on South Africa - Discuss the impact of Nelson Mandela - Analyze the current political issues facing South African since Apartheid	Lesson Sequence - Pre-reading - Note-taking identifying the impact of Apartheid on South Africa - Political cartoon analysis - Test	- Background knowledge review - Document-Based Question - Section Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Internet sources - Primary/secondary sources		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: AIDS Epidemic Time Frame: 2 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline the historical background on the AIDS epidemic globally and in Africa - Analyze reasons why it's considered an epidemic in Africa - Discuss various ways the UN and the United States have attempted to assist nations in fighting AIDS	Lesson Sequence - Pre-reading - Note-taking outlining the historical background on the AIDS epidemic - Political cartoon analysis - Quiz	- Class discussion - Essay - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Internet sources - Primary/secondary sources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: Contemporary Issues on the African Continent
Created: February 2022	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	10-12	Unit Title:	Modern Fascism/ Dictatorships
Unit Summary: Students will explore modern dictatorships and their interactions with the United States and the world.					
Primary Interdisciplinary Connections: Civics/ELA					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: Students will get to explore reasons for dictatorships and how they come to power as well as keep their power. Students will also examine U.S. foreign policy over the past thirty years with the respective nations.					

Learning Targets

Standards:	SOC.6.3.12.HistoryCA.2; SOC.6.3.12.CivicsHR.1; SOC.6.2.12.CivicsHR.6.b; SOC.6.2.12.HistoryCC.5.b; LA.RH.11-12.1-10; LA.WHST.11-12.1.A-E; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3
Content Statements:	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 world citizens in the 21st century.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.3.12.HistoryC A.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.HistoryC C.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
LA.RH.11-12.1-10	12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.



	12.3 Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. 12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. 12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. 12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. 12.10 By the end of grade 12, read and comprehend history/social studies texts in grade 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1.A-E	1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 1.B Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 1.E Provide a concluding paragraph or section that supports the argument presented.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas



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-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

Unit Essential Questions:

- How do modern dictators rise to power, and how does it compare to previous dictators of the early-mid 20th century?
- How do Western Nations, specifically the United States, collaborate with these types of governments?
- How does 21st-century nuclear anxiety affect diplomatic international relations?

Unit Enduring Understandings:

- Evaluation of international relations
- The circumstances that lead to dictators rising to power
- Compare and contrast various dictators and their respective relationship with the United States
- Understand and discuss the effects of dictators on the general population

Unit Learning Targets:

Students will develop a better understanding of foreign policy and comprehension of international politics.

Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Online test, laptop

Teacher Resources: Online test, laptop

Formative Assessments:

- Student Discussion
- Debates
- Role Playing Exercises
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation
- Political Cartoon Assessment and Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 Background of Dictatorships	2 Days
Lesson 2 North Korea	3 Days
Lesson 3 South America	7 Days

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.pbs.org/wgbh/frontline/film/secret-state-of-north-korea/>

<https://www.history.com/topics/korea/north-korea-history>

<https://www.pbs.org/tpt/dictators-playbook/episodes/>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Background of Dictatorships Time Frame: 2 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast various dictatorships of the 20th century • Discuss how dictators and/or fascists gain and keep power • Compare and contrast previous dictators of the early 20th century with contemporary dictators	Lesson Sequence 1. Background reading 2. Note-taking and chart analysis 3. Comparison essay of previous dictators to contemporary dictators 4. Section Quiz	• KWL Chart • Discussion and Questioning • Essay
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: • Book resources • Primary/secondary sources • Web resources		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: North Korea Time Frame: 3 Days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss background of North Korea since World War II - Analyze the U.S. relations with North Korean Leaders - Analyze and evaluate the impact of treaties and sanctions on the nation	Lesson Sequence - Background Reading - Note-taking on class discussion of North Korea since WWII - Essay analyzing impact of treaties - Section Test	- Geography quiz - Class discussion - DBQ
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book resources - Primary/secondary sources - Web resources		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: South America Time Frame: 7 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Civics/Geography

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the geopolitics of South America and the general geography of the continent - Compare and contrast the major governments of South America - Evaluate Western and Eastern foreign policy with each government - Analyze social and political issues within each nation	Lesson Sequence - Geography background - Class discussion - Note Taking comparing and contrasting major governments - Section Test	- KWL Chart - Essay - DBQ - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book resources - Primary/secondary sources - Web resources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: Modern Dictatorships/ Fascism
Created: February 2022	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension