

**INTRODUCTION  
TO  
SOCIAL JUSTICE**

**GRADE 7**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

## **ACKNOWLEDGMENTS**

**John Perillo, Supervisor of Special Subject Areas**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:

**Introduction to Social Justice  
Grade 7**

Date of Board Adoptions:

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**RAHWAY PUBLIC SCHOOLS CURRICULUM**  
**Introduction to Social Justice- Grade 7**

*Pacing Guide*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
	Current Events	Ongoing
1	Human Rights and Government	3 weeks
2	Global Challenges to Human Rights	3 weeks

## ACCOMMODATIONS

### 504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

### IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

### Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

### ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.

- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Current Events

**Target Course/Grade Level:** Social Justice – 7<sup>th</sup> Grade

**Unit Summary:** This unit introduces current events, including economics, government, conflict, human rights and many other issues. Students will gain an understanding of the world around them and they will be able to distinguish between fact and opinion. Students will be able to recognize bias and point of view as well.

**Approximate Length of Unit:** Throughout course

## *LEARNING TARGETS*

### **New Jersey Student Learning Standards:**

#### **6.3 Active Citizenship in the 21st Century by the End of Grade 8**

**6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

**6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsDP.2:** Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

**6.3.8.CivicsDP.3:** Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

**6.3.8.CivicsPR.2:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.3.8.CivicsPR.7:** Compare how ideas become laws at the local, state, and national level.

#### **Career Readiness, Life Literacies, and Key Skills**

**9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas.

**9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

**9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

- 9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.DC.6:** Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.IML.10:** Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

### **Interdisciplinary Connections and Standards:**

#### **Technology:**

- 8.1.B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- 8.1.C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- 8.1.D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- 8.1.E. Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- 8.1.F. Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

#### **Science:**

##### **ESS2.D: Weather and Climate**

-Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)

##### **LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

-Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

-Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

#### **LS4.D: Biodiversity and Humans**

-Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)

### **New Jersey Student Learning Standards for English Language Arts Companion Standards:**

#### **History, Social Studies, Science and Technical Subjects:**

**RH.6-8.1.** –Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2.** –Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.3.** –Identify key steps in a text's description of a process related to history/social studies.

**RH.6-8.4.** –Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.5.** –Describe how a text presents information.

**RH.6-8.6.** –Identify aspects of a text that reveal an author's point of view or purpose.

**RH.6-8.7.** –Integrate visual information with other information in print and digital texts.

**RH.6-8.8.** –Distinguish among fact, opinion, and reasoned judgment in a text.

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

#### **Unit Understandings**

*Students will understand that...*

- Historically humans have struggled for civil rights in America and globally (AAH, HG, LGBTQ, AAPI)
- The struggle for equality is ongoing here and abroad (AAH, HG, LGBTQ, AAPI)
- With citizenship brings rights, privileges and responsibilities (AAH, HG, LGBTQ, AAPI)
- Religious freedom, slavery, gender inequality, freedom of press and speech are all issues of global concern (AAH, HG, LGBTQ, AAPI)

#### **Unit Essential Questions**

- Where did slavery exist in the past, when was it abolished there and where does it persist today? (AAH)
- When did women receive the right to vote and where does this right not exist or is being contested for women today?
- Where in the world today are basic rights of the accused contested in the criminal justice system? (LGBTQ, AAPI)
- In what ways are humans still struggling with access to clean water, food, shelter and healthcare?
- How is access to quality education considered a human right?
- How are certain regions of the world confronting legacy of slavery, segregation and genocide? (AAH, HG, LGBTQ, AAPI)

## Knowledge and Skills

*Students will know...*

- Key terms: segregation, slavery, genocide, Holocaust, social justice, brutality, civil rights, totalitarianism, theocracy, due process (AAH, HG, LGBTQ, AAPI)
- Key locations: Rwanda, Nazi Germany, United States, China, North Korea, Saudi Arabia, South Africa, current events locations (AAH, HG)
- Key areas of injustice: access to clean water, healthcare, shelter and education, disparities in criminal justice systems, fight for gender equality, legacies of slavery and segregation (AAH, LGBTQ, AAPI)

*Students will be able to...*

- Recognize the causes and effects of prejudice on individuals, groups, and society. (AAH, LGBTQ, AAPI)
- Recognize the value of cultural diversity, as well as the potential for misunderstanding. (HG, LGBTQ, AAPI)
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. (AAH, LGBTQ, AAPI)
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. (HG, LGBTQ, AAPI)
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

## EVIDENCE OF LEARNING

### Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Handouts
- Journals
- Essays
- Quizzes
- Projects

### Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.

- Round Robin: An oral form of brainstorming in which one team member at a time states an idea.
- Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
- Partner Read: Students share a reading assignment with a partner.
- Timed Telling: A student or team is given a fixed time to share information, opinions, or results with the class.
- Team Investigation: Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
- Jigsaw: Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in expert teams, then regroup in their original teams to report out their findings.
- Numbered Heads: Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

## *RESOURCES*

### **Teacher Resources:**

- Online Media
- Junior Scholastic
- Supplemental Material
- Primary Source Documents
- Maps
- [Newsela](#)
- [Smithsonian Tween Tribune](#)
- [Discovery Education](#)
- [DOGO news](#)
- [Youngzine](#)
- [Learning for Justice- Poverty and Unemployment: Exploring the Connections](#)

### **Equipment Needed:**

- Overhead projector
- Computer (PowerPoint)
- Internet Access
- Library Access
- Project materials

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Human Rights and Government

**Target Course/Grade Level:** Social Justice – 7<sup>th</sup> Grade

**Unit Summary:** This unit introduces the importance of human rights and how governments play a crucial part in establishing freedoms for their people. Students will gain an understanding of how governments around the world, including the United States utilize constitutions, legislation and other factors to ensure that human rights for ALL PEOPLE are respected.

**Approximate Length of Unit:** 3 Weeks

## *LEARNING TARGETS*

**New Jersey Student Learning Standards:**

### **6.2 World History / Global Studies by the end of Grade 8**

**6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations

### **6.3 Active Citizenship in the 21st Century by the End of Grade 8**

**6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

**6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

**6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsDP.1:** Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

**6.3.8.CivicsDP.2:** Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

**6.3.8.CivicsDP.3:** Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

**6.3.8.CivicsPR.1:** Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

**6.3.8.CivicsPR.2:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**6.3.8.CivicsPR.5:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

**6.3.8.CivicsPR.7:** Compare how ideas become laws at the local, state, and national level.

**6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

### **Career Readiness, Life Literacies, and Key Skills**

**9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas.

**9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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**9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

**9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

**9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.

**9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

**9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Interdisciplinary Connections and Standards:**

#### **Technology:**

**8.1.B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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## **Science:**

### **ESS2.D: Weather and Climate**

-Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)

### **LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

-Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

-Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

### **LS4.D: Biodiversity and Humans**

-Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)

## **New Jersey Student Learning Standards for English Language Arts Companion Standards: History, Social Studies, Science and Technical Subjects:**

**RH.6-8.1.** –Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2.** –Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.3.** –Identify key steps in a text's description of a process related to history/social studies.

**RH.6-8.4.** –Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.5.** –Describe how a text presents information.

**RH.6-8.6.** –Identify aspects of a text that reveal an author's point of view or purpose.

**RH.6-8.7.** –Integrate visual information with other information in print and digital texts.

**RH.6-8.8.** –Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9.** –Analyze the relationship between a primary and secondary source on the same topic.

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research

### **Unit Understandings**

*Students will understand that...*

- Early forms of democracy started in ancient Greece and Rome
- American colonists fomented revolution in response to losing rights as British subjects
- Development of Constitution and formation of country was inspired by ancient democracy and ideals of the Enlightenment
- The Constitution and Bill of Rights sanction an active citizenry and grants freedoms of speech, press, religion, assembly and ensures due process for those accused
- The experiment of American democracy has not always been historically inclusive and robust activism was and continues to be necessary to fulfill the ideals of the nation's founding documents and symbols. (AAH, LGBTQ, AAPI)

### **Unit Essential Questions**

- How does American democracy differ from the direct democracy practiced in ancient Greece?
- In what ways were the traditional rights of British colonists violated in years leading to revolution?
- How does the Constitution limit the powers of the three branches of government?
- What rights do the Bill of Rights protect?
- What are some historic and recent Supreme Court cases that address individual rights and freedoms? (LGBTQ, AAPI)

### **Knowledge and Skills**

*Students will know...*

- Key terms: Government, executive branch, judicial branch, legislative branch, separation of powers, checks and balances, revolution, rebellion, representative democracy, Supreme Court, and justices.
- Key locations: United States and other places around the world based on current events.
- Key areas of injustice: access to clean water, healthcare, shelter and education, disparities in criminal justice systems, fight for gender equality, legacies of slavery and segregation. (AAH, LGBTQ, AAPI)

*Students will be able to...*

- Recognize the causes and effects of prejudice on individuals, groups, and society. (AAH, LGBTQ, AAPI)
- Recognize the value of cultural diversity, as well as the potential for misunderstanding. (AAH, LGBTQ, AAPI)
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. (AAH, LGBTQ, AAPI)
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. (AAH, LGBTQ, AAPI)
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

## *EVIDENCE OF LEARNING*

### **Assessment**

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit test
- Handouts
- Journals
- Essays
- Quizzes
- Projects

### **Learning Activities**

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Brainstorming:** Students generate as many ideas as possible within a set time, before discussing and evaluating them.
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- **Team Investigation:** Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
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- **Numbered Heads:** Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

## *RESOURCES*

### **Teacher Resources:**

- Online Media
- Junior Scholastic
- Supplemental Material
- Primary Source Documents
- Maps
- [Newsela](#)
- [Smithsonian Tween Tribune](#)
- [Discovery Education](#)
- [DOGO news](#)
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**Equipment Needed:**

- Overhead projector
- Computer (PowerPoint)
- Internet Access
- Library Access
- Project materials

# RAHWAY PUBLIC SCHOOLS CURRICULUM TEMPLATE

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** Global Challenges to Human Rights

**Target Course/Grade Level:** Social Justice – 7<sup>th</sup> Grade

**Unit Summary:** This unit analyzes human rights around the globe past and present. Students will gain an understanding of causes and issues of injustice around the world and how people’s human rights can be victimized. Students will demonstrate personal understanding of these issues of injustice and discuss what can be done to prevent them.

**Approximate Length of Unit:** 3 Weeks

## *LEARNING TARGETS*

**New Jersey Student Learning Standards:**

### **6.2 World History / Global Studies by the end of Grade 8**

**6.2.8.HistoryCC.1.c:** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

**6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations

**6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

**6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

**6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

**6.2.8.CivicsDP.4.a:** Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

### **6.3 Active Citizenship in the 21st Century by the End of Grade 8**

**6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

**6.3.8.CivicsPI.4:** Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

**6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

**6.3.8.CivicsDP.3:** Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

**6.3.8.CivicsPR.2:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**6.3.8.CivicsPR.3:** Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**6.3.8.CivicsPR.4:** Use evidence and quantitative data to propose or defend a public policy related to climate change.

**6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

### **Career Readiness, Life Literacies, and Key Skills**

**9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas.

**9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

**9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**9.4.8.DC.2:** Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**9.4.8.DC.6:** Analyze online information to distinguish whether it is helpful or harmful to reputation.

**9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.

**9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.

**9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

**9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.

**9.4.8.IML.6:** Identify subtle and overt messages based on the method of communication.

**9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

**9.4.8.IML.10:** Examine the consequences of the uses of media (e.g., RI.8.7).

**9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

**9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

**9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.

**9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

**9.4.8.TL.6:** Collaborate to develop and publish work that provides perspectives on a real-world problem.

### **Interdisciplinary Connections and Standards:**

#### **Technology:**

**8.1.B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**8.1.C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**8.1.D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**8.1.E. Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**8.1.F. Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## **Science:**

### **ESS2.D: Weather and Climate**

-Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)

### **LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

-Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

-Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

### **LS4.D: Biodiversity and Humans**

-Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)

## **New Jersey Student Learning Standards for English Language Arts Companion Standards:**

### **History, Social Studies, Science and Technical Subjects:**

**RH.6-8.1.**—Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2.**—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.3.**—Identify key steps in a text's description of a process related to history/social studies.

**RH.6-8.4.**—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.5.**—Describe how a text presents information.

**RH.6-8.6.**— Identify aspects of a text that reveal an author's point of view or purpose.

**RH.6-8.7.**—Integrate visual information with other information in print and digital texts.

**RH.6-8.8.**—Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9.**—Analyze the relationship between a primary and secondary source on the same topic.

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Understandings**

*Students will understand that...*

- The United Nations was formed after World War II to prevent another global war
- In 1948 the UN adopted the Universal Declaration of Human Rights to promote basic rights for all humans (AAH, HG, LGBTQ, AAPI)
- Today the UN highlights areas of concern such as child labor, LGBT issues, women’s equal treatment, poverty, homelessness, indigenous rights, climate change and access to education and healthcare (LGBTQ)
- The UN has struggled to prevent ethnic violence such as the Rwandan genocide and other world conflicts (AAH, HG, LGBTQ, AAPI)

### **Unit Essential Questions**

- What role did the U.S. have in the creation of the United Nations?
- What are the major rights highlighted in the Universal Declaration of Human Rights?
- Which issues are of major global concern and what countries are the most serious violators?
- Where does child labor and slavery still persist in the world today?
- What are the most recent examples of genocide and ethnic cleansing?
- Which countries have authoritarian governments and what is being done by the people there in response?
- Which basic rights are violated in an authoritarian government?
- What areas of human rights have the United States historically failed to guarantee to its people and what improvements have occurred recently?

### **Knowledge and Skills**

*Students will be able to...*

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