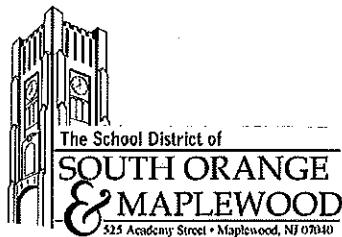


**School District of South Orange-Maplewood**  
**Social Studies Global Studies Curriculum-Grade 7**



**South Orange Maplewood**  
**School District**  
**Department of Curriculum &**  
**Instruction**

**2017-2018**

## **THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD**

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### **ACKNOWLEDGEMENTS**

The District of South Orange-Maplewood would like to acknowledge and thank the following staff members for their invaluable contributions:

Katerina Karis and Lindsay Sebastian

## Philosophy

The South Orange & Maplewood School District believes that students develop the enduring understandings and skills necessary to prepare them to actively assume citizenship responsibilities in the 21<sup>st</sup> century. Students will, through participation in a wide array of social studies disciplines, develop requisite skills to read and think critically, examine events and phenomena through multiple perspectives, develop reasoned arguments and informed opinions, detect bias and grapple with ambiguity, and engage in substantive conversation through informal and structured discourse.

The National Council for the Social Studies outlines five principles of powerful teaching and learning. Teaching and learning must be meaningful, integrative, value-based, challenging, and active. These principles, coupled with the Historical Thinking Standards developed by the National Center for History in the Schools (UCLA), provide the foundation for the development of a rigorous and engaging social studies curriculum. As a result, the social studies program focuses on providing rich and rigorous learning experiences for students that enable them to uncover what has been documented about the past *and* to construct meaning for themselves.

The South Orange & Maplewood School District supports a Social Studies Program, which is inclusive of all learners and maximizes opportunities for each student to:

- Develop discipline-based literacy and information acquisition and analysis skills
- Explore social studies content in an integrative manner- drawing upon content in the arts, humanities, and sciences
- Critically examine the values that serve as a foundation for our democratic form of government- justice, equality, and freedom of thought and speech in their study of the past and present
- Investigate their respective disciplines with an appreciation for multiple perspectives
- Understand that any study of the past is a purposefully constructed narrative and be able to construct meaning on their own
- Work individually and collaboratively to investigate the past and present, discuss and debate issues and interpretations, and build meaning
- Use technology and digital media to develop understanding and construct meaning
- Utilize targeted instructional strategies to enhance reading comprehension and argument-based writing

## Guidelines for Social Studies Instruction

The National Council for the Social Studies outlined broad attributes of Powerful Teaching and Learning in Social Studies in *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy* (1992, 2008).

More specifically, a rigorous social studies program is characterized by the use of effective instructional practices where:

- Students understand the clearly stated learning outcomes tied to the driving questions of the curriculum and are presented for each lesson. These outcomes may be presented as 'Key Questions to be addressed during instruction.'
- Students are required to articulate *their* understanding of key ideas developed over the course of a lesson and this understanding is assessed throughout instruction.
- Students engage in purposeful and rigorous tasks designed to deepen their understanding of the course content and hone their thinking skills associated with a particular discipline.
- Students have frequent opportunities to explore primary and secondary source material to learn about the past, specifically:
  - Sourcing: identifying the author, main idea, intended audience and purpose
  - Contextualization: identifying the people, events, ideas at the time
  - Corroboration: establishing relationship between one source to other evidence.
- Students apply reading comprehension strategies (Pre-, During, and Post-) that are purposefully selected and explicitly modeled and reinforced.
- Students have regular and frequent opportunities to develop meaning through dialogue (especially student-to-student dialogue), to pose questions relating to the ideas and content they interact with, and to reflect on the significance of a particular learning task.
- Students use various methods to organize information including graphic organizers. The Cornell method of note taking will be used in all social studies classes.
- Students use a variety of ways to demonstrate their understanding over the course of the year.
- Students receive regular and insightful feedback regarding their achievement and progress in a timely manner.

### **Reading Instruction in Social Studies**

Teachers of social studies are teachers of reading. In social studies classrooms, students are asked to read for a variety of purposes ranging from determining the main idea of a particular passage to uncovering the biases or purposes for writing in an author's account of a particular event in the past.

To support teacher's efforts to provide students with the tools to enhance their comprehension and close reading of historical texts, all social studies teachers in grades 6-12 have a copy of Daniels and Zemelman's *Subjects Matter*, a content-area reading guide that focuses on pre-reading and reading processing strategies. In addition, teachers are provided with a resource packet, *Historical Think Alouds and Other Strategies to Promote Reading Comprehension*- a collection of strategies and approaches to assist teachers in teaching the types of thinking historians experience while conducting 'close readings' of source material. As historian Carl Becker noted, "Like it or not, we are all historians." Authentic learning experiences in social studies classrooms require students to engage in historical thinking.

## **The Role of the Textbook in Social Studies Instruction**

Every social studies course has core textbooks to serve as a resource for students. These textbooks do not however, serve as the sole source of information for students and oftentimes play a subsidiary function when they are required to assume the role of a historian by constructing meaning based on the evidence at hand. Therefore in a meaningful and active social studies classroom students work frequently with a variety of source material to enhance their understanding of past and pose questions that purposefully reveal the limits of their understanding.

## **Assessment**

Students should be assessed on a regular basis on their understanding of the course content and social studies skills as outlined in the district curricula. Students must have opportunities to demonstrate their understanding in a variety of ways and these methods of assessment should be used on multiple occasions throughout the year. For example, DBQ's are used for certain district assessments. The analysis of documents, subsequent grouping of documents, and the writing of essays should all be done systematically throughout the semester to develop the critical thinking skills required to perform these tasks well.

## **Global Studies 7th Grade Social Studies Curriculum Outline**

<b>Units of Study</b>	<b>Suggested weeks (34)</b>
1. Living in a Globalized World	2
2. Culture	5
2. Population & Sustainability	7
3. Government	6
4. Economics	5
5. Human Rights	9

## **Unit 1 Overview: Living in an Increasingly Globalized World**

As citizens living in the 21st century, we have a responsibility to maintain a sustainable planet while still producing the resources capable of supporting an increasing population. The world has become increasingly interdependent with access to information and goods at our fingertips. The growth of automation and global networks of communication are accelerating at incredible rates. Twenty-four hour news cycles and mobile phones not only allow us to have our fingers on the pulse every minute, but can also influence the impact of an event occurring in a distant part of the world. Many career paths of the future don't yet exist. There is an ever-increasing global gap between the rich and the poor, resulting in opportunity gaps, healthcare inequities, and economic disparities along ethnic, gender and racial lines. Governments throughout the world grapple with developing comprehensive ways to employ their growing populations as waves of immigrants, migrating due to conflict and limited economic options, challenge existing systems. In light of these circumstances, the question of what it means to be a citizen - locally, nationally, and globally - is of great importance.

**Suggested Time Frame 2 weeks**

### **Core Concepts**

1. Global changes and developments have an impact on people's daily lives.
2. There are connections and interdependencies between global and local issues.
3. How history, geography, politics, economics, religion, technology, media or other factors influence current global issues
4. Appreciation and respect for the diversity within our society and throughout the world will better position us to meet future challenges.
5. Ethical behavior involves demonstrating respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights.
6. A global citizen possesses awareness and respect for cultural diversity, empathy for the human condition, and a commitment to social justice.

### **Essential Questions**

- What is a "global" challenge?
- What does it mean to be a global citizen?
- Is there a relationship between local events and global impact?
- Does ethical behavior matter?
- Does identity shape one's beliefs?

<b>Content</b>
Students will be able to... <ul style="list-style-type: none"><li>• Define globalization and explain the positive and negative impact of living in a more globalized world.</li><li>• Explain how one event can have global implications.</li><li>• Explain the interdependency among nations through examples.</li><li>• Describe the responsibilities of 'citizenship' and apply this understanding to local and global conditions.</li><li>• Identify the factors that influence the development of one's identity and state how they shape one's view of the world.</li><li>• Define ethics and evaluate the importance of ethical behavior.</li></ul>
<b>Skills</b>
Reading <ul style="list-style-type: none"><li>• Actively reading/Coding the Text/Annotation Skills</li><li>• Nonfiction text structures</li><li>• Think-Alouds</li><li>• Brainstorming/Clustering</li><li>• Document Analysis</li></ul> Writing <ul style="list-style-type: none"><li>• Historical Writing - data analysis and interpretation</li><li>• Open-Ended Response</li></ul> Discussion <ul style="list-style-type: none"><li>• Whole-class discussion</li><li>• small-group discussion</li><li>• debate</li></ul>
<b>Assessments</b>
<ul style="list-style-type: none"><li>• Journal reflection</li><li>• Historical writing</li><li>• Projects</li><li>• Open-Ended Response to text and prompts</li><li>• Discussion Participation</li></ul>
<b>Resources</b>
<b>Teaching and Classroom Resources</b>
<ul style="list-style-type: none"><li>• Subjects Matter Every Teacher's Guide to Content -Area Reading</li></ul>

Teacher Content Resources	Model Lessons
<p>Teaching Tolerance <a href="http://www.tolerance.org/">http://www.tolerance.org/</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Identity (25 lessons)</a></li> <li>• <a href="#">A Nation of Immigrants?</a></li> <li>• <a href="#">Family Ties</a></li> <li>• <a href="#">Economics of Risk</a></li> <li>• <a href="#">Motivation for Movement</a></li> <li>• <a href="#">Paying with Their Health</a></li> </ul>
<p>Facing History Facing Ourselves <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a></p> <p><i>Facing History and Ourselves: Holocaust and Human Behavior Text</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Understanding the Global Refugee Crisis</a></li> <li>• <a href="#">Human Rights and Educating Global Citizens</a></li> <li>• <a href="#">Civic Dilemmas</a></li> </ul>
<p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>• UNHCR Teacher Resources</li> <li>• Income Inequality</li> <li>• If the World Were 100 People</li> <li>• Gapminder - interactive resources</li> <li>• The Council for Global Education</li> <li>• Yale Global</li> <li>• Global Policy</li> <li>• Newsela</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.unhcr.org/en-us/teaching-resources.html">http://www.unhcr.org/en-us/teaching-resources.html</a></li> <li>• <a href="http://www.econedlink.org/teacher-lesson/1343/Income-Inequality">http://www.econedlink.org/teacher-lesson/1343/Income-Inequality</a></li> <li>• <a href="http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-income-inequality-in-the-united-states/">http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-income-inequality-in-the-united-states/</a></li> <li>• <a href="http://100people.org/100_People_Curriculum-Global_Issues.pdf">http://100people.org/100_People_Curriculum-Global_Issues.pdf</a></li> <li>• <a href="http://www.100people.org/index.php">http://www.100people.org/index.php</a></li> <li>• <a href="http://www.gapminder.org/">http://www.gapminder.org/</a></li> <li>• <a href="http://www.globaleducation.org/">http://www.globaleducation.org/</a></li> <li>• <a href="http://yaleglobal.yale.edu/">http://yaleglobal.yale.edu/</a></li> <li>• <a href="https://www.globalpolicy.org/globalization.html">https://www.globalpolicy.org/globalization.html</a></li> <li>• <a href="http://www.newsela.com">www.newsela.com</a></li> </ul>

## Standards/Alignment

### Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

## Unit 2 Overview: Culture

Culture develops in a society, influenced by geography, historical period, environment, societal organization and other factors. It is the transmission of specific patterns of behavior, values, and beliefs from one generation to another. It can include arts, cuisine, language, policies, assumptions about life, law, knowledge, morals, customs and other elements. These traits or 'cultural universals' differ across different cultural groups but there are many common traits. Culture influences how people perceive themselves and others.

**Suggested Time Frame 5 weeks**

### Core Concepts

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Cultural diffusion, assimilation and acculturation are forces that positively and negatively influence how people and ideas interact across the globe.
- Global societies are diverse, resulting in varied perspectives, contributions, and challenges.
- Several factors (i.e., technology, population growth rates) have accelerated the rate of globalization and are impacting the existence of cultures, cultural traits, practices and norms.

### Essential Questions

- What happens when different cultures come in contact with one another (collide)?
- Does globalization impact culture?
- How does understanding our own culture help us to understand the lenses through which other cultures view the world?

### Content

Students will be able to...

- Define culture and explain how culture affects identity.
- Discuss how definitions of race are constructed.
- Define ethnicity and explain how it can be both useful and problematic in the process of identity formation.
- Differentiate between the concepts of culture, race and ethnicity.
- Identify the 8 Traits of Culture.
- Reflect on how any one identity facet of multiculturalism shapes the way they view the world
- Understand the many reasons that cultural miscommunication can occur
- Define cultural diffusion, assimilation, and acculturation and describe how each can impact the individual and society.
- Identify some of the common pitfalls in studying culture including ethnocentrism, racism and stereotyping.
- Identify major world religions and the major tenets of each including: Judaism, Christianity, Islam, Hinduism, Buddhism, and Sikhism.
- Explain how religion influences daily life.
- Define cultural conflict and demonstrate an understanding of more than one point of view using an example of cultural conflict/religious conflict
- Explain cultural conflicts in terms of "us" and "them."
- Explain how culture influences people's perspectives of the world.
- Describe popular culture and discuss its role in globalization.
- Explain how globalization is influencing cultural interactions and exchange.
- Discuss the potential cultural consequences of globalization.

## Skills

### Document Analysis/ DBQ Skills

- Identify primary and secondary sources
- Analyze primary and secondary source documents using S.O.A.P.S.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Create a thesis
- Outline an essay including; introduction, main idea and supporting details and conclusion.

### Reading

Actively Reading/Coding the Text p.115, , *Subjects Matter*

Post-it note responses p.114, *Subjects Matter*

Double Entry Journals p.118, *Subjects Matter*

Written Conversation p.130, *Subjects Matter*

### Writing

Cornell Note Taking

Evidence- based writing prompts

Summarization

### Speaking

Whole-group discussion

Small-group discussion

Presentation skills

## Assessments

Unit Quizzes/Tests

Culminating Projects- Major Religions of the World

DBQ Essay

Journal Entries

5 Paragraph Essay

Homework

Document Analysis

Daily Checks for Understanding (Exit Tickets, Parking Lot, 3-2-1)

Short-Constructed Response

Student Reflections

## Resources

### Teacher Content Resources

*Facing History, Facing Ourselves*  
Text

*Subjects Matter: Every Teacher's Guide to Content-Area Reading*,  
Harvey Daniels and Stephen Zemelman.

Teaching Tolerance  
<http://www.tolerance.org/>

National Geographic Website:  
<http://www.nationalgeographic.com/xpeditions/hall/> (*not updated*)

Evolution of Language  
<http://www.exploratorium.edu/exploring/language/index.html>

Ted-Ed Five Major World Religions (*video and lesson*)  
<http://ed.ted.com/lessons/the-five-major-world-religions-john-bellaimey>

National Geographic Earth Pulse  
<http://www.nationalgeographic.com/earthpulse/globalization.html>  
(*Not updated but terrific interactive maps*)

National Geographic: Culture, Food and Ritual (*multiple resources, texts*)  
<https://www.nationalgeographic.org/education/food-education/>

Where Children Sleep  
<http://jamesmollison.com/books/where-children-sleep/>

### Teaching and Classroom Resources

#### Lesson Plans

Classify one's own cultural characteristics using the 8 Traits of Culture.

<http://www.edchange.org/multicultural/activities/name.html>

#### Identify and Place

<https://www.facinghistory.org/resource-library/decision-making-times-injustice/identity-place>

Cite specific textual evidence to support analysis of primary and secondary sources.

<http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf>

Differentiate between the concepts of culture, race and ethnicity.

<http://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-culture-race-ethnicity/>

#### Define multicultural

:<http://www.tolerance.org/lesson/my-multicultural-self>

#### Other Resources

#### Diversity Lesson Plans and Activities

<https://www.diversitycouncil.org/diversity-lesson-plans-middle>

#### Connecting Cultures Lesson Plans

[http://www.universityofthedesert.com/lesson-plans/#.WWOL\\_YTys\\_4](http://www.universityofthedesert.com/lesson-plans/#.WWOL_YTys_4)

#### Newsela

[www.newsela.com](http://www.newsela.com)

#### How to Take Cornell Notes tutorial

<https://www.timeatlas.com/cornell-note-template/>

Video, *Inside Mecca*.

<p>Peter Menzel - Multiple Resources:  <a href="http://www.menzelphoto.com/books/wie.php">http://www.menzelphoto.com/books/wie.php</a>                  (Also see gallery)</p> <ul style="list-style-type: none"> <li>• <i>What I Eat</i></li> <li>• <i>Material World</i></li> <li>• <i>Hungry Planet</i></li> </ul> <p>(Images, many teacher resources available online for these texts through Google search)</p>	<p>Nacirema/Sacred RAC reading</p> <p>World Religions Reading and Activities:  <a href="http://books.google.com/books?id=yvW0eHRBt50C&amp;printsec=frontcover&amp;dq=world+religions&amp;hl=en&amp;ei=VzVZTr-iEomSgQfGkJSiDA&amp;sa=X&amp;oi=book_result&amp;ct=result#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=yvW0eHRBt50C&amp;printsec=frontcover&amp;dq=world+religions&amp;hl=en&amp;ei=VzVZTr-iEomSgQfGkJSiDA&amp;sa=X&amp;oi=book_result&amp;ct=result#v=onepage&amp;q&amp;f=false</a></p>
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### Standards/Alignment

#### New Jersey Student Learning Standards

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**6.3.8.B.1** Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

#### Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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

**Unit 3 Overview: Population & Sustainability**  
weeks

Suggested Time Frame 7

As of 2011, the world's population surpassed 7 billion people. As a result, basic systems have begun to show signs of stress in recent decades that could threaten the quality of life for future generations. Awareness of rapid population growth and its impacts can help citizens find solutions for more sustainable living. Two major areas of focus are involved in sustainability and population growth: Human Rights & Health, and Wildlife & Natural Resources. The impact of population growth on income inequality, health and welfare of humans, particularly in developing countries, are grave, while people in developed countries often consume too much at too rapid a rate.

**Core Concepts**

Global population distribution is influenced by geographic features, climate, access to natural resources and economic opportunity.

Global population growth, higher in developing nations, is influenced by a variety of factors including wealth and access to health care.

Rapid population growth can significantly challenge a nation's ability to provide food, shelter, and jobs for its people.

People migrate because they are "pushed" to leave due to changes in government or conflict. People also migrate because they are "pulled" by the hope of better economic opportunity.

Sustainable development occurs when current needs are being met without diminishing the ability of future generations to have a similar standard of living.

**Essential Questions**

1. Does population growth affect life on earth?
2. Do physical and cultural factors influence the distribution of population?
3. To what extent are societies/nations able to create sustainable conditions for their respective populations?
4. Does overpopulation affect sustainability?

## Content

Students will be able to...

- Create and analyze population pyramids in order to draw conclusions about life in various places.
- Explain how birth and death rates affect human population growth and they vary across nations.
- Explain the relationship between carrying capacity and sustainability.
- Identify possible environmental, social, political and economic causes and effects of a growing world population.
- Identify the geographic, economic, and political factors that contribute to the settlement and movement of people throughout the world and provide examples.
- Define the 'push-pull' theory of human migration and identify current examples today.
- Identify and determine the sustainability of various actions taken by individuals, governments, and businesses.
- Calculate your personal ecological footprint and compare it with that of a citizen in a developing nation's footprint.
- Understand the historical trajectory of human population growth and its current impact on sustainability.
- Explain the significance of planning for a sustainable future, either locally or globally through case study.
- Give examples of sustainable development and explain how they lead to a sustainable future.
- Understand the possible implications of a lack of sustainable development with regard to managing natural resources, limiting climate change, access to clean water and arable land, waste management, and energy needs.
- Identify possible solutions to population and/or sustainability issues.
- Evaluate the impact of climate change on the world's population.
- Assess the arguments on both sides of the issue regarding climate change.
- Distinguish between renewable and nonrenewable resources
- Explain the rapid increase in world population is due to many factors, including a decline in the death rate and an increase in the birth rate.
- Summarize that rapid population growth can significantly challenge a nation's ability to provide food, shelter, and jobs for people.
- Define urbanization as the movement of people from villages and farms to the cities and occurs primarily for economic reasons. Furthermore, explain that nearly one-half of the world's population lives in cities, the highest percentage ever.
- Define emigration is defined as leaving one place for another, and immigration is defined as entering one place from another.
- Define a refugee as a person who flees to another country due to war, famine, food shortages or to escape persecution.
- Know that population growth rate is the rate at which the population is increasing. Currently, this rate translates into 200,000 people per day. Understand that population

<p>growth rates are higher in poorer countries.</p> <ul style="list-style-type: none"> <li>• Explain the cause and effect relationship between increased population growth and the increased consumption of resources.</li> <li>• Examine and research the current global issues regarding sustainable development.</li> <li>• Define the "Push-Pull" Theory of human migration.</li> </ul>	
<b>Skills</b>	
<p><b>Reading</b> KWL Chart p.106 Save the Last Word for Me p.133 Close Reading Research Skills</p> <p><b>Writing</b> Paraphrasing, summarizing, quoting Using research in writing Analyze and decode DBQ task: Climate Change Peer edit DBQ task: Climate Change Reflect on DBQ writing skills DBQ writing</p> <p><b>Speaking &amp; listening</b> Whole-group discussion Small-group discussion Presentation skills</p>	
<b>Assessments</b>	
<p>Sustainable Energy Resources Debate Socratic Seminar Unit Quizzes/Tests DBQ Essay Journal Entries Homework Document Analysis Daily Checks for Understanding (Exit Tickets, Parking Lot, 3-2-1) Short-Constructed Response Student Reflections</p>	
<b>Resources</b>	
<p><b>Teacher Content Resources</b></p> <p>Global Issues in Context.</p>	<p><b>Teaching and Classroom Resources</b></p> <p>Close Reading Strategies</p>

<p><i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>, Harvey Daniels and Stephen Zemelman.</p> <p><i>Reading Like a Historian: Teaching Argument Writing to Diverse Learners in the Common Core Classroom</i>, Grades 6-12, Chauncey Monte-Sano, Susan De La Paz, Mark Felton</p> <p><i>Reading Like a Historian: Teaching Literacy in Middle School and High School History Classrooms</i> Sam Wineburg and Chauncey Monte-Sano</p> <p>National Geographic Website: <a href="http://www.nationalgeographic.com/xp/editions/hall/">http://www.nationalgeographic.com/xp/editions/hall/</a></p> <p>World Population Interactive Timeline and Map <a href="http://worldpopulationhistory.org/map/742/mercator/1.8/-592.4000000000002/-10.400000000000063/">http://worldpopulationhistory.org/map/742/mercator/1.8/-592.4000000000002/-10.400000000000063/</a></p> <p>NASA Global Climate Change - Resources, Information, Lessons, Interactives <a href="https://climate.nasa.gov/resources/education/">https://climate.nasa.gov/resources/education/</a></p> <p>Population Connection Information <a href="http://www.populationconnection.org/">http://www.populationconnection.org/</a></p> <p>UNEP &amp; Sustainable Development Goals <a href="http://www.unep.org/about/">http://www.unep.org/about/</a></p>	<p><a href="file:///C:/Users/lsebasti/Downloads/CLOSE_READING_Handout%20(1).pdf">file:///C:/Users/lsebasti/Downloads/CLOSE_READING_Handout%20(1).pdf</a></p> <p>U.S. Census Website: <a href="http://www.census.gov/">http://www.census.gov/</a></p> <p>Video, The Miniature Earth: <a href="http://www.youtube.com/watch?v=fA6MhyK60il&amp;feature=related">http://www.youtube.com/watch?v=fA6MhyK60il&amp;feature=related</a></p> <p>Facing the Future: <a href="http://www.facingthefuture.org/">http://www.facingthefuture.org/</a></p> <p>Ecological Footprint Quizzes: <a href="http://www.myfootprint.org/">http://www.myfootprint.org/</a> <a href="http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/">http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/</a></p> <p>My Sustainable House - Interactive <a href="http://www.mysusthouse.org/game.html">http://www.mysusthouse.org/game.html</a></p> <p>Sustainability Lessons for Teachers from ASU <a href="https://sustainability.asu.edu/sustainableschools/learn-more/">https://sustainability.asu.edu/sustainableschools/learn-more/</a></p> <p>Ecoliteracy - lessons, blogs, information <a href="https://www.ecoliteracy.org/">https://www.ecoliteracy.org/</a></p> <p>Systems Lesson (Many interactive lessons here - just use the search bar!) <a href="https://nj.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.hologlobe/earth-as-a-system/#.WWOR0ITys_4">https://nj.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.hologlobe/earth-as-a-system/#.WWOR0ITys_4</a></p> <p>World of 7 Billion (Resources, Lessons, Student Sustainability Video Contest) <a href="https://www.worldof7billion.org/">https://www.worldof7billion.org/</a></p> <p>Newsela <a href="http://www.newsela.com">www.newsela.com</a></p> <p>Sustainable Jersey Schools – Anthony Cicensia (SOMS) received a grant for sustainable activities. He hosts River Day in May (great opportunity for collaboration) <a href="http://www.sustainablejerseyschools.com/">http://www.sustainablejerseyschools.com/</a></p>
<p style="text-align: center;"><b>Standards/Alignment</b></p>	

**New Jersey Core Curriculum Content Standards**

- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core Standards for Literacy in History/Social Studies 6-12**

- RH.6-8.1 through RH.6-8.9

Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

<b>Unit 4 Overview: Government</b>	<b>Suggested Time Frame</b> 6
weeks	
<p>This unit examines countries with different forms of government in order to understand how various nations govern themselves and what rights and responsibilities exist for people in these countries. Building upon prior units, students also explore how various governments respond to population pressures, such as large-scale migration, and to socio-cultural issues such as women's rights, ethnic or racial tension. The political rights of citizens in various countries are examined as well.</p>	
<b>Core Concepts</b>	
<p>Nations have established various forms of government, characterized by certain organizational structures and guiding principles to establish order in society and provide services for its people.</p> <p>Governments create and enforce laws in order to establish order in society. Governments also set up institutions to provide services for its people.</p> <p>The United States is a representative democracy where citizens elect representatives to run the country's affairs.</p> <p>Summarize how shedding colonial rule has challenged former certain governments in many countries to adequately provide for the needs of its people.</p>	
<b>Essential Questions</b>	
<ol style="list-style-type: none"><li>1. What is power?</li><li>2. When is authority legitimate?</li><li>3. Why are governments given the powers to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war?</li><li>4. How do citizens, civic ideals, and government institutions interact to balance the needs of</li></ol>	

individuals and the common good?

5. What is the role of the citizen in a democracy?

### Content

Students will be able to...

- Define the terms: state of nature, natural rights, sovereign.
- Describe John Locke's and Thomas Hobbe's views on government
- Trace the development of the idea of the social contract from Hobbes and Locke.
- Define government and explain why it is necessary.
- Identify and describe the four features of a state; state, population, sovereignty, and government
- Describe the roles of government; keep order, protect the country, help citizens and make laws
- Identify different levels of government: local, county, state, national, and international.
- Explain the difference between a nation and a state.
- Describe five limits on government: constitution, separation of powers, rule of law, consent of the governed, and rights of the minority
- Evaluate the benefits and drawbacks of giving one leader total control.
- Define the rule of law. Explain how the rule of law protects individual rights and preserves the common good.
- Identify the main role and function of each of the three branches.
- Explain the structure, function, and powers of the U.S. government as established in the Constitution.
- Interpret the intentions of the Preamble of the Constitution.
- Define, apply, and cite examples of different types of government including: democracy (direct and representative), autocracy (dictatorship, totalitarian regime), monarchy, oligarchy, and military government.
- Understand the history and role of the United Nations.
- Explain how power can be distributed geographically: confederation, federalist, and unitary or centralist systems.
- Explain the concept of limited government: shared powers, separate powers, checks and balances
- Understand a parliamentary system.
- Understand the citizen's role in a democracy including: political parties, and voting systems.
- Understand that no one system is perfect.
- Recognize that successful democracies protect the rights of individuals and groups, including minority factions.
- Recognize that democratic government requires certain societal conditions in order to be sustained.
- Recognize some of the problems that nations face trying to establish democratic governments.

Globalization

<ul style="list-style-type: none"> <li>• Explain the purpose of the United Nations, G20, and the World Trade Organization in addressing global challenges.</li> <li>• Describe how the United Nations, G20, the WTO and the US Government relate to one another when addressing global or regional issues.</li> </ul>	
<b>Skills</b>	
<p><b>Reading</b> Close Reading Actively Reading Conducting research IREAD p.23-24, 180- <i>Reading Like a Historian</i></p> <p><b>Writing</b> DBQ Outlining/Planning p.70- <i>Reading Like a Historian</i> Paraphrasing, Summarizing, Quoting Writing a persuasive/informative essay Transition words 10 Keyword summary</p> <p><b>Speaking</b> Whole-group discussion Small-group discussion Presentation skills Debate skills</p>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Mock Parliament Sessions</li> <li>• Foundation of the United Nations Skit</li> <li>• Model United Nations Activity</li> <li>• Socratic Seminar</li> </ul>	<p>Teacher Observation Unit Quizzes/Tests Culminating Projects such as the government trifold DBQ Essay Journal Entries 5 Paragraph Essay Homework Mapping Exercises Document Analysis Daily Checks for Understanding (Exit Tickets, Parking Lot, 3-2-1) Short-Constructed Response Student Reflections</p>

<b>Resources</b>	
<p><b>Teacher Content Resources</b></p> <p><i>Reading Like a Historian:</i> Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12, Chauncey Monte-Sano, Susan De La Paz, Mark Felton</p> <p><i>Reading Like a Historian:</i> Teaching Literacy in Middle School and High School History Classrooms Sam Wineburg and Chauncey Monte-Sano</p> <p><i>Subjects Matter: Every Teacher's Guide to Content-Area Reading,</i> Harvey Daniels and Stephen Zemelman</p> <p>BBC Country Profiles</p>	<p><b>Teaching and Classroom Resources</b></p> <p>ICivics The link below provides lessons on the foundations of government, essentially the first 10-15 objectives in the content area <a href="https://www.icivics.org/curriculum/foundations-government">https://www.icivics.org/curriculum/foundations-government</a></p> <p>Socratic Seminar: <a href="http://www.facinghistory.org/resources/strategies/socratic-seminar">http://www.facinghistory.org/resources/strategies/socratic-seminar</a></p> <p>CIA World Factbook: <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a></p> <p>For cultural aspects of the government project, refer to World Religions Reading and Activities: <a href="http://books.google.com/books?id=yvW0eHRBt50C&amp;printsec=frontcover&amp;q=world+religions&amp;hl=en&amp;ei=VzVZTr-iEomSgQfGkJSiDA&amp;sa=X&amp;oi=book_result&amp;ct=result#v=onepage&amp;q&amp;f=false">http://books.google.com/books?id=yvW0eHRBt50C&amp;printsec=frontcover&amp;q=world+religions&amp;hl=en&amp;ei=VzVZTr-iEomSgQfGkJSiDA&amp;sa=X&amp;oi=book_result&amp;ct=result#v=onepage&amp;q&amp;f=false</a></p> <p>Newsela <a href="http://www.newsela.com">www.newsela.com</a></p> <p>Deliberating in a Democracy (lessons, teacher tips and tools) <a href="http://www.did.deliberating.org/">http://www.did.deliberating.org/</a></p> <p>Civic Power TedEd video and lesson <a href="http://ed.ted.com/lessons/how-to-understand-power-eric-liu">http://ed.ted.com/lessons/how-to-understand-power-eric-liu</a></p> <p>Center for Civic Education – Resources, lessons, etexts <a href="http://civiced.org/">http://civiced.org/</a></p> <ul style="list-style-type: none"> <li>• Example lesson: Protecting Natural Rights: <a href="http://civiced.org/resources/curriculum/lesson-plans/454-why-do-we-need-a-government">http://civiced.org/resources/curriculum/lesson-plans/454-why-do-we-need-a-government</a></li> </ul> <p>PBS Learning Media – variety of resources, media and lessons broken down into different middle school Social Studies topics <a href="https://www.pbslearningmedia.org/search/?q=&amp;selected_facets=supplemental_curriculum_hierarchy_nodes%3A4489&amp;selected_facets=&amp;selected_facets=grades_exact%3A6&amp;selected_facets=grades_exact%3A7&amp;selected_facets=grades_exact%3A8&amp;order=-view_count">https://www.pbslearningmedia.org/search/?q=&amp;selected_facets=supplemental_curriculum_hierarchy_nodes%3A4489&amp;selected_facets=&amp;selected_facets=grades_exact%3A6&amp;selected_facets=grades_exact%3A7&amp;selected_facets=grades_exact%3A8&amp;order=-view_count</a></p>

<p><a href="http://news.bbc.co.uk/2/hi/country_profiles/default.stm">http://news.bbc.co.uk/2/hi/country_profiles/default.stm</a></p> <p>United Nations Democracy Overview  <a href="https://www.un.org/en/sections/issues-depth/democracy/index.html">https://www.un.org/en/sections/issues-depth/democracy/index.html</a></p> <p>Choices – Brown University  <a href="http://www.choices.edu">www.choices.edu</a></p> <p><u>u</u>          Teacher Curriculum available on pdf file</p>	<p>Facing History, Facing Ourselves – Rule of Law lesson  <a href="https://www.facinghistory.org/resource-library/rule-law-and-why-it-matters">https://www.facinghistory.org/resource-library/rule-law-and-why-it-matters</a></p> <p>Teaching Tolerance – African American Rights and Voting lesson  <a href="http://www.tolerance.org/lesson/african-americans-face-and-fight-obstacles-voting">http://www.tolerance.org/lesson/african-americans-face-and-fight-obstacles-voting</a></p>
<p><b>Standards/Alignment</b></p>	
<p>New Jersey Core Curriculum Content Standards</p> <ul style="list-style-type: none"> <li>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul> <p>Common Core Standards for Literacy in History/Social Studies 6-12</p> <ul style="list-style-type: none"> <li>RH.6-8.1 through RH.6-8.9</li> </ul>	
<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li><u>CCSS.ELA-LITERACY.RH.6-8.2</u> 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.</li> <li><u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</li> <li><u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li><u>CCSS.ELA-LITERACY.RH.6-8.5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> <li><u>CCSS.ELA-LITERACY.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of</li> </ul>	

- view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
  - CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### Unit 5 Overview: Economics

Suggested Time Frame 5 weeks

In this unit, students are introduced to a variety of micro- and macro-economic concepts. Basic economic principles and concepts such as opportunity cost, scarcity, and comparative advantage are introduced on personal level or local level. Students examine some of the elements of a localized economy and see how events can impact local economies. Then, various economic systems are explored and the elements of capitalism are presented. Students will examine wealth in the United States and the region in which they live in order to draw inferences about the complex ways in which wealth exists in the world today. Students develop a basic understanding of the global economy, world trade, and regional organizations that are created to foster economic growth. To build upon a prior unit of study, students may examine what factors might influence the price of a good/service or the extent to which the economic policies of one administration may impact the economy.

### Core Concepts

- Understand the basic economic problem of scarcity and explain how it drives the pursuit of goods and services.
- Define wealth and understand how it is measured in various societies.
- Recognize the difference between a good and a service.
- Explain the relationship between choice and opportunity cost.
- Know that various societies have sought to answer the three basic economic questions through the development of economic systems.
- All countries struggle with the basic economic problem of scarcity
- The way the four factors of production are managed is based upon the economic system your country is under
- Distinguish between the three economic systems: traditional, market, and command.
- Summarize the relationship between globalization and the world economy.
- Summarize the laws of supply and demand.
- Understand absolute and comparative advantage, and its role in how countries decide what to trade.
- The development of the four types of economic activities depend on the development of your country
- Identify the various economic challenges faced by both developing nations and developed nations.
- Describe the relationship between specialization and economic interdependence.

- The study of economics is driven by the need to solve the problem of scarcity.
- Various societies have attempted to solve the problem of scarcity through the development of the three basic economic systems.
- No one economic system is perfect.
- The age of globalization has led to global interdependence, and with it numerous challenges.
- Global societies are diverse, resulting in varied perspectives, contributions, and challenges
- No one economy is a true form of itself
- Define mixed economies and explain that most European countries are forms of mixed economies.

### Essential Questions

1. What is the most effective economic system?
2. How do globalizing forces and the interactions between various systems and institutions affect the world today?
3. How does a country's distribution of economic activities affect its status as a developed or developing nation?
4. How does scarcity affect sustainability?

### Content

Students will be able to...

- Understand the fundamental economic problem of scarcity.
- Describe the relationship between choice and opportunity cost.
- Define economic system and explain how various economic systems answer the three basic economic questions:
  - -What to produce?
  - -How to produce?
  - -And For whom to produce?
- Explain the four factors of production
- Explain the relationship between a nation's natural resources and the type of economic activities in that nation.
- Describe how the use and distribution of renewable and non-renewable resources can impact a regional or national economy.
- Understand key economic definitions and basic economic principles such as goods and services and supply and demand.
- Explain the relationship between the law of supply and demand and equilibrium
- Identify challenges faced by developing nations and determine the challenges on the nation and region.
- Understand economic indicators and examine the distribution of wealth.
- Understand the implications of poverty and propose solutions for alleviating poverty.
- Understand the role of government in different economic systems.
- Understand specialization and interdependence.
- Explain why nations trade: absolute and comparative advantage.
- Distinguish between a more economically developed country and a less economically
- Describe a globalized world economy.

<ul style="list-style-type: none"> <li>• Discuss the potential economic consequences of the globalization of economics.</li> <li>• Discuss communism and capitalism and introduce Adam Smith and Karl Marx as the fathers of these thoughts.</li> </ul>	
<b>Skills</b>	
<p><b>Reading</b> Mapping p.126 Close Reading Corroborating sources p.71 (Reading Like a Historian)</p> <p><b>Speaking</b> Whole-group discussion Small-group discussion Presentation skills Debate skills</p> <p><b>Writing</b> RAFT p.135 Review Planning for an Essay p.57 (Reading, Thinking and Writing About History) Review reading a Rubric Paraphrasing, Summarizing, Quoting Writing the DBQ essay</p>	
<b>Assessments</b>	
<p>Socratic Seminar Comic Strip: Tracing the Path of Currency Unit Quizzes/Tests DBQ Essay Journal Entries Homework Document Analysis Daily Checks for Understanding (Exit Tickets, Parking Lot, 3-2-1) Short-Constructed Response Student Reflections</p>	
<b>Resources</b>	
<p><b>Teacher Content Resources</b></p> <p><i>Reading Like a Historian:</i> Teaching Argument Writing</p>	<p><b>Teaching and Classroom Resources</b></p> <p>Economic Concepts: <a href="http://ecedweb.unomaha.edu/K-12/6-12concepts.cfm">http://ecedweb.unomaha.edu/K-12/6-12concepts.cfm</a></p>

<p>to Diverse Learners in the Common Core Classroom, Grades 6-12, Chauncey Monte-Sano, Susan De La Paz, Mark Felton</p> <p><i>Reading Like a Historian: Teaching Literacy in Middle School and High School History Classrooms</i> Sam Wineburg and Chauncey Monte-Sano</p> <p><i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>, Harvey Daniels and Stephen Zemelman.</p> <p>Choices – Brown University <a href="http://www.choices.edu">www.choices.edu</a> Teacher Curriculum available on pdf file</p>	<p>Economic Council for Education: <a href="http://councilforeconed.org/">http://councilforeconed.org/</a></p> <p>Foundation for Teaching Economics: <a href="http://www.fte.org/">http://www.fte.org/</a></p> <p>Khan Academy: <a href="http://www.khanacademy.org/#macroeconomics">http://www.khanacademy.org/#macroeconomics</a></p> <p>Voices of Youth: <a href="http://voicesofyouth.org/">http://voicesofyouth.org/</a></p> <p>World Trade Organization: <a href="http://www.wto.org/">http://www.wto.org/</a> Living on One Dollar – documentary <a href="http://livingonone.org/livingonone/">http://livingonone.org/livingonone/</a></p> <p>Newsela <a href="http://www.newsela.com">www.newsela.com</a></p> <p>Federal Reserve Bank (Federal Bank System – individual bank sites, such as the Federal Reserve Bank of Cleveland offer educational resources and lessons) <a href="https://www.federalreserve.gov/aboutthefed/federal-reserve-system.htm">https://www.federalreserve.gov/aboutthefed/federal-reserve-system.htm</a></p> <p>Retail in Real Time (U.S.) <a href="http://www.retail.com/info/retail-in-real-time/">http://www.retail.com/info/retail-in-real-time/</a></p> <p>EconClassroom – video lessons <a href="http://econclassroom.com/?p=4397">http://econclassroom.com/?p=4397</a></p> <p>Spent – interactive highlighting income inequality <a href="http://playspent.org/">http://playspent.org/</a></p> <p>Teaching Tolerance Lessons</p> <ul style="list-style-type: none"><li>• Calculating the Poverty Line: <a href="http://www.tolerance.org/lesson/calculating-poverty-line">http://www.tolerance.org/lesson/calculating-poverty-line</a></li><li>• Wealth and Poverty Resources</li><li>• <a href="http://www.tolerance.org/category/classroom-resources/wealth-and-poverty">http://www.tolerance.org/category/classroom-resources/wealth-and-poverty</a></li></ul> <p>Facing History Facing Ourselves – Sargent Shriver and Poverty <a href="http://www.tolerance.org/category/classroom-resources/wealth-and-poverty">http://www.tolerance.org/category/classroom-resources/wealth-and-poverty</a></p>
<b>Standards/Alignment</b>	
<p>New Jersey Core Curriculum Content Standards</p> <ul style="list-style-type: none"><li>• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li></ul>	

### Common Core State Standards

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### Unit 6 Overview: Human Rights

Suggested Time

Frame 9 weeks

Conflict and economic challenges are responsible for a significant number of human rights crises that exist in the world today. Conflicts may be the result of a quest for power among regional powers, or the seizure of resources such as diamonds, or conflicts may be caused by ideological differences, such as religion. The impact of such conflicts can be devastating for large populations of people. Others struggle to exercise natural human rights enjoyed by many throughout the globe. The United Nations is a global organization dedicated to the health and sustainability of people and governments around the world. In this unit, students examine the role the UN plays in addressing the challenges that have been introduced in prior units of study. Students apply their understanding of government, basic economic conditions around the globe, and various issues to understand the extent to which they are being addressed, by whom, and the barriers that must be overcome to protect the rights of all humans.

<b>Core Concepts</b>
<ul style="list-style-type: none"><li>• Human rights are those which are essential for us to live as human beings. Without human rights we cannot fully develop ourselves and use our human qualities: intelligence, talent, and spirituality.</li><li>• The United Nations set a standard on human rights for all nations when it adopted the Universal Declaration of Human Rights in 1948, or UDHR.</li><li>• All people have the right to life, liberty, security, freedom of expression, freedom from slavery, fair trial, equal treatment, freedom of movement, nationality, contracted marriage and family, work, and equal pay.</li><li>• The United Nations is an organization comprised of independent countries that work together for world peace and social progress.</li><li>• The United Nations has helped create over 70 human rights treaties and declarations and leads the charge to create a “culture of human rights” throughout the world.</li><li>• Conflict can occur for a variety of reasons including disputes over territory, economic resources, desire to maintain political power, or religious differences.</li><li>• The impact of conflict upon local populations can result in a lower standard of living including lack of access to food, shelter, clothing, as well as the elimination of health and educational services.</li><li>• Conflicts have the potential to destabilize the safety and security of a region and draw other nations into the dispute.</li></ul>
<b>Essential Questions</b>
<ol style="list-style-type: none"><li>1. Do all people share an interest in human rights, regardless of culture or religion?</li><li>2. Why is there conflict?</li><li>3. How do geography, religion, culture, government and economics influence or help to explain local and international conflicts?</li><li>4. What can be done to address human rights violations and resolve conflicts?</li><li>5. Is violating a human right ever justified?</li></ol>
<b>Content</b>
Students will be able to...

- Define human rights and understand that people prioritize human rights differently.
- Understand that people interpret rights differently.
- Distinguish between a legal and a moral right.
- Define civil, political, social, economic, and cultural rights.
- Identify the Universal Declaration of Human Rights (UDHR) and understand the impetus for its development.
- Understand how human rights apply to humans as individuals.
- Identify ways in which human rights can be promoted.
- Discuss particular human rights violations which have occurred on an international scale
- Evaluate the United States responses to human rights violations
- Define national security and understand that opinions differ as to when it is threatened.
- Describe fair procedures relating to trial and the rights of accused people.
- Explain the relationship between torture, interrogation, and national security.
- List and explain what human rights should be provided to prisoners.
- Form arguments supporting and opposing the death penalty.
- Synthesize various perspectives on a particular human rights issue.
- Define conflict and explain possible causes.
- Compare various nations' adherence to the Universal Declaration of Human Rights.
- Identify the factors that lead to conflict between nations.
- Categorize world conflicts according to their causes: territorial, natural resources, or ethnic.
- Describe the impact of conflict on the people, nations, and regions involved.
- Describe the impact of conflict on natural resources and the environment in regions involved.
- Analyze and be able to decide when it is appropriate for the United Nations or other countries to intervene in countries where human rights violations are taking place.
- Compare the varying perspectives of victims, survivors, bystanders, rescuers and perpetrators during the holocaust
- Describe violent and non-violent forms of resistance to Nazi oppression

### Skills

**Readings**

Close Reading  
Questioning narrative accounts  
Distinguishing between myth and history  
Determining reliability of sources

**Writing**

RAFT  
Debate

**Assessments**

Unit Quizzes/Tests  
Culminating Projects such as a human rights report  
DBQ Essay  
Journal Entries  
Story – Written from a different point of view RAFT  
Homework  
Document Analysis  
Daily Checks for Understanding (Exit Tickets, Parking Lot, 3-2-1)  
Short-Constructed Response  
Student Reflections  
Debate  
Socratic Seminar

**Resources**

**Teacher Content Resources**

*Reading Like a Historian:*  
Teaching Argument Writing to  
Diverse Learners in the  
Common Core Classroom,  
Grades 6-12,  
Chauncey Monte-Sano, Susan  
De La Paz, Mark Felton  
*Reading Like a Historian:*  
Teaching Literacy in Middle  
School and High School History  
Classrooms  
Sam Wineburg and Chauncey

**Teaching and Classroom Resources**

Rosa Parks and the Montgomery Bus Boycott p.107-123-  
*Reading Like a Historian:* Teaching Argument Writing to  
Diverse Learners in the Common Core Classroom, Grades 6-  
12, Chauncey Monte-Sano, Susan De La Paz, Mark Felton  
Video, *Gandhi*.  
Video Series, *What's Going On*. UNHCR.  
The United Nations:  
[http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub\\_United%20Nations\\_Everything%20U%20Always%20wanted%20to%20know.pdf](http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_Everything%20U%20Always%20wanted%20to%20know.pdf)  
The UDHR:  
<http://www.un.org/en/documents/udhr/index.shtml>  
<http://www.udhr.org/udhr/default.htm>

<p>Monte-Sano</p> <p><i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>, Harvey Daniels and Stephen Zemelman                  The Human Rights Educator Handbook:  <a href="http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/part1cont.html">http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/part1cont.html</a></p> <p>Humans of Syria (Similar to Humans of New York):  <a href="http://walp.edublogs.org/2015/12/11/humans-of-syria/">http://walp.edublogs.org/2015/12/11/humans-of-syria/</a>                  Choices – Brown University  <a href="http://www.choices.edu">www.choices.edu</a>                  Teacher Curriculum available on pdf file                  The People's History – Zinn Education Project (variety of teacher resources and information on social justice and human rights issues, including the rights of indigenous peoples:  <a href="https://zinnedproject.org/">https://zinnedproject.org/</a>                  10 Tips to Decolonize Your Classroom Prezi:  <a href="https://prezi.com/pgep_dtkrqyj/10-tips-to-decolonize-your-classroom/">https://prezi.com/pgep_dtkrqyj/10-tips-to-decolonize-your-classroom/</a></p>	<p><a href="http://www.amnestyusa.org/human-rights/universal-declaration-of-human-rights/page.do?id=1031003">http://www.amnestyusa.org/human-rights/universal-declaration-of-human-rights/page.do?id=1031003</a>                  Amnesty International: <a href="http://www.amnestyusa.org/">http://www.amnestyusa.org/</a>                  Public Service Announcements for the UDHR (There is an entire curriculum based on the UDHR. You can also apply for free classroom resources):  <a href="http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html">http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html</a>                  Opposing Viewpoints Database: <a href="http://www.procon.org/">http://www.procon.org/</a>                  Red Cross Curriculum – Exploring Humanitarian Law:  <a href="http://ehl.redcross.org/curriculum/">http://ehl.redcross.org/curriculum/</a>                  The Ladder of Torture:  <a href="http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/13.htm">http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/activities/13.htm</a>                  The Bomber Scenario:  <a href="http://www.crf-usa.org/bill-of-rights-in-action/bria-22-1-c.html">http://www.crf-usa.org/bill-of-rights-in-action/bria-22-1-c.html</a>                  New Jersey Commission on Holocaust Education                  Various resources and lessons on human rights violations can be accessed on the website below.  <a href="http://www.nj.gov/education/holocaust/curriculum/">http://www.nj.gov/education/holocaust/curriculum/</a>                  Multiple lessons on the holocaust can be found on the site below.  <a href="http://www.nj.gov/education/holocaust/curriculum/Universal5-8.pdf">http://www.nj.gov/education/holocaust/curriculum/Universal5-8.pdf</a>                  UNICEF Educational Resources  <a href="https://unicefkidpower.zendesk.com/hc/en-us">https://unicefkidpower.zendesk.com/hc/en-us</a>                  Rock Your World Human Rights Lessons  <a href="http://www.rock-your-world.org/what-are-human-rights/intro-udhr/">http://www.rock-your-world.org/what-are-human-rights/intro-udhr/</a>                  Model United Nations Application (can access online or download the app to a device) Fully-developed, all-inclusive MUN conferences on topics such as Extreme Poverty  <a href="http://unausa.nclud.com/">http://unausa.nclud.com/</a>                  Facing History Facing Ourselves – collection on the UDHR  <a href="https://www.facinghistory.org/universal-declaration-human-rights">https://www.facinghistory.org/universal-declaration-human-rights</a>                  Teaching Tolerance – Collection of lessons on Rights  <a href="http://www.tolerance.org/category/classroom-resources/rights">http://www.tolerance.org/category/classroom-resources/rights</a>                  Indigenous Peoples' Rights Lesson  <a href="https://teachnativehistories.umass.edu/overcoming-stereotypes-and-recovering-native-perspective-one-communitys-struggle">https://teachnativehistories.umass.edu/overcoming-stereotypes-and-recovering-native-perspective-one-communitys-struggle</a></p>
<p><b>Standards/Alignment</b></p>	

**New Jersey Core Curriculum Content Standards**

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.