

Wallenpaupack Area School District Planned Course Curriculum Guide

Social Studies

Global Human Rights

Course Description:

This course explores the fundamental principles of human rights and their application in the global context. Students will learn about the history of human rights, the role of international organizations, and current human rights issues around the world. The course emphasizes critical thinking, research, and discussion to understand the complexities of human rights and the challenges faced in promoting and protecting them globally.

Initial Creation Date (if applicable) and Revision Dates:

February 3, 2025

Dr. Christina Ferrara and Ms. Nina Colianni

COURSE: Global Human Rights	GRADE/S: 11 & 12
UNIT 1: History of Human Rights	TIMEFRAME: 3 weeks
Wallenpaupack Area School District Curriculum	

PA COMMON CORE/NATIONAL STANDARDS:

- 8.1. Historical Analysis and Skills Development
 - A. Chronological Thinking
 - B. Historical Comprehension
 - C. Historical Interpretation
 - D. Historical Research

- 8.3 United States History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Group

- 8.4 World History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

UNIT OBJECTIVES (SWBATS):

- Understand the concept and history of human rights
- Understand the historical development of human rights from ancient civilizations to the modern era
- Debate and critically evaluate controversial issues related to human rights, such as freedom of speech, equality, and the right to privacy
- Examine human rights issues from a global perspective, considering cultural, political, and economic differences
- Conduct research on historical and contemporary human rights issues, using primary and secondary sources
- Foster empathy and respect for diverse perspectives and experiences related to human rights

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoints
- Worksheets
- Films
- Project Planning
- Readings

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Tests
- Projects

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Follows accommodations for students' IEPs and 504s if needed

RESOURCES (Technology Based Resources, Text Resources, etc.):

- PowerPoints
- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

KEY VOCABULARY: United Nations, United Nations Human Rights Declaration, Magna Carta, Amnesty International, Human Rights, Natural Rights, Genocide

COURSE: Global Human Rights	GRADE/S: 11 & 12
UNIT 2: International Human Rights Organizations	TIMEFRAME: 3 weeks
Wallenpaupack Area School District Curriculum	

PA COMMON CORE/NATIONAL STANDARDS:

- 8.1. Historical Analysis and Skills Development
 - A. Chronological Thinking
 - B. Historical Comprehension
 - C. Historical Interpretation
 - D. Historical Research

- 8.3 United States History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Group

- 8.4 World History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

UNIT OBJECTIVES (SWBATS):

- Understand international organizations and how they play a critical role in promoting human rights
- Analyze awareness campaigns and initiatives and understand they raise awareness about human rights issues
- Grasp the fundamental concepts and principles of human rights, including their origins, evolution, and significance in contemporary society
- Recognize, identify, and understand various forms of human rights violations, both historical and contemporary, and their impact on individuals and communities.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoints
- Worksheets
- Films
- Project Planning

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Projects
- Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Follows accommodations for students' IEPs and 504s if needed

RESOURCES (Technology Based Resources, Text Resources, etc.):

- PowerPoints
- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

KEY VOCABULARY: Conflict Resolution, Advocacy, Active Citizenship, Empathy, Non-Governmental Organizations, Covenants and Organizations, Asylum, Rights, Discrimination, Impunity

COURSE: Global Human Rights	GRADE/S: 11 & 12
UNIT 3: Current Human Rights Issues and Case Studies	TIMEFRAME: 3 weeks
Wallenpaupack Area School District Curriculum	

PA COMMON CORE/NATIONAL STANDARDS:

- 8.1. Historical Analysis and Skills Development
 - A. Chronological Thinking
 - B. Historical Comprehension
 - C. Historical Interpretation
 - D. Historical Research

- 8.3 United States History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Group

- 8.4 World History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

UNIT OBJECTIVES (SWBATS):

- Identify and explain current human rights issues around the world
- Critically analyze case studies of human rights violations to understand the factors contributing to these issues and the impacts on affected populations
- Evaluate the effectiveness of responses to human rights violations by governments, international organizations, and non-governmental organizations
- Develop critical thinking skills by debating and discussing various perspectives on human rights issues and potential solutions

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoints
- Worksheets
- Films
- Project Planning

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Projects
- Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Follows accommodations for students' IEPs and 504s if needed

RESOURCES (Technology Based Resources, Text Resources, etc.):

- PowerPoints
- Classroom Projector and Board

- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

KEY VOCABULARY: Discrimination, Oppression, Injustice, Censorship, Inalienable Rights, Intergovernmental Organization, Non-Governmental Organizations,

COURSE: Global Human Rights	GRADE/S: 11 & 12
UNIT 4: Current Global Human Rights Issues	TIMEFRAME:
Wallenpaupack Area School District Curriculum	

PA COMMON CORE/NATIONAL STANDARDS:

- 8.1. Historical Analysis and Skills Development
 - A. Chronological Thinking
 - B. Historical Comprehension
 - C. Historical Interpretation
 - D. Historical Research

- 8.3 United States History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Group

- 8.4 World History
 - A. Contributions of Individuals and Groups
 - B. Documents, Artifacts, and Historical Places
 - C. Influences of Continuity and Change
 - D. Conflict and Cooperation Among Groups

UNIT OBJECTIVES (SWBATS):

- Describe the term “refugee” and differentiate it from related concepts like “asylum seeker,” and “migrant”
- Identify and analyze the causes of force migration, conflict, persecution, and environmental factors
- Evaluate the role of international organizations and countries in responding to refugee crises
- Examine key international frameworks and agreements promoting gender equality
- Study specific examples where freedom of expression has been challenged or upheld, focusing on legal, social, and political aspects

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- PowerPoints
- Worksheets
- Films
- Project Planning

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Projects
- Tests

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Follows accommodations for students’ IEPs and 504s if needed

RESOURCES (Technology Based Resources, Text Resources, etc.):

- PowerPoints
- Classroom Projector and Board
- Teacher Laptop

- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

KEY VOCABULARY: Asylum Seeker, Internally Displaced Person, Intersectionality, Censorship, Freedom of the Press, Whistleblower

COURSE: Global Human Rights	GRADE/S: 11 & 12
UNIT 5: The Role of Civil Society and Activism	TIMEFRAME: 3 weeks
Wallenpaupack Area School District Curriculum	

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 8.1. Historical Analysis and Skills Development <ul style="list-style-type: none"> ○ A. Chronological Thinking ○ B. Historical Comprehension ○ C. Historical Interpretation ○ D. Historical Research • 8.3 United States History <ul style="list-style-type: none"> ○ A. Contributions of Individuals and Groups ○ B. Documents, Artifacts, and Historical Places ○ C. Influences of Continuity and Change ○ D. Conflict and Cooperation Among Group • 8.4 World History <ul style="list-style-type: none"> ○ A. Contributions of Individuals and Groups ○ B. Documents, Artifacts, and Historical Places ○ C. Influences of Continuity and Change ○ D. Conflict and Cooperation Among Groups

<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Define and explain the concept of civil society, including the various organizations and groups that make up this sector • Understand the role of activism in advocating social change and human rights, and recognize the different forms in can take, such as protests, campaigns, and advocacy, • Encourage to engage in their communities and participate in civic activities, understand their own potential to contribute to social change • Develop critical thinking skills to analyze the effectiveness and ethical implications of different activist strategies and approaches
--

<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • PowerPoints • Worksheets • Films • Project Planning

<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Projects • Tests

<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Follows accommodations for students’ IEPs and 504s if needed
--

<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • PowerPoints

- Classroom Projector and Board
- Teacher Laptop
- Films
- Student iPads
- Visualizer
- Videos
- Online Student Activities

KEY VOCABULARY: Civil Society, Activism, Civil Disobedience, Campaign, Human Rights Defender, Grassroots Movements,