Social Studies Curriculum

Accelerated Global Studies II
Grade 10
Course Description

The international seminar series are based on an examination of contemporary social, economic, political, and environmental issues that are examined within a global context. This course provides an opportunity to experience their learning in a cross-curricular fashion, with rigorous and experiential processes, and life changing elements. Through extensive research and field work, students are expected throughout the course of a year to employ technological skills and analytical skills as a catalyst for advocacy, action, and public information dissemination. Topics include: Water Management Crisis, Genetically Engineered Foods, Free Trade, Globalization, and Human Rights for All.

These themes enhance the interdisciplinary approach between Social Studies, Sciences, Language Arts, Instructional Technology, Mathematics, and Applied Technology.
Educational Technology Standards


- Technology Operations and Concepts
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- Creativity and Innovation
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- Communication and Collaboration
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- Digital Citizenship
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- Research and Information Literacy
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- Critical Thinking, Problem Solving, Decision Making
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
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</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and...
Career Ready Practices

organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

#### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
## Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees


English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Key Ideas and Details:

- RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

English Language Arts Standards » Writing » Grade 9-10

Text Types and Purposes:

- WHST.9-10.1 a-d: Write arguments focused on discipline-specific content.
- WHST.9-10.2 a-d: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Research to Build and Present Knowledge:

- **WHST.9-10.7**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WHST.9-10.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **WHST.9-10.9**: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

- **WHST.9-10.10**: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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</thead>
<tbody>
<tr>
<td>Determine the problem and identify the answer to the question (i.e. The big question and thesis statement)</td>
<td>What is the thesis?</td>
<td>Lecture: Thesis writing PowerPoint</td>
<td>The 7 Steps to the Research Process: <a href="http://guides.lib.umich.edu/content.php?pid=148726&amp;sid=1269407">Link</a></td>
<td><a href="http://research.ewu.edu/seven_steps">ELA: Essay Introduction: Write a Thesis and Capture Your Audience.</a></td>
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<tr>
<td>Standard: 9.4.12.A.(6).4, WHST.9-10.5, WHST.9-10.7</td>
<td>What is the big question?</td>
<td>Brainstorming: Individually or in your project groups decide upon a research topic. First decide what research questions or questions you would like to answer.</td>
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<td>What is your hypothesis for the outcome of your research?</td>
<td>Thesis: The answer to your big question is a thesis statement. Each group should write a clear concise thesis?</td>
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<td>Do my questions have enough depth?</td>
<td>Journal: Can I prove my thesis?</td>
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<td>Research problem and gather background information through the examination of primary, secondary, and tertiary sources.</td>
<td>What kind of background information is necessary to research the problem? What are some examples of primary, secondary, and tertiary sources? What information do I need to fully complete this project? How will an interview with an expert impact my project?</td>
<td>Webquest: Primary, Secondary, and Tertiary source webquest. This will aid students in differentiating between the sources. Research: Students will conduct background research on their topic using the various resources if the school media center. Each group should find at least 10 primary, 20 secondary, and 2 tertiary sources.</td>
<td>Finding Background Research: <a href="http://library.buffalo.edu/help/research-tips/background/">http://library.buffalo.edu/help/research-tips/background/</a> Organizing Your Social Sciences Research Paper: <a href="http://libguides.usc.edu/content.php?pid=83009&amp;sid=620524">http://libguides.usc.edu/content.php?pid=83009&amp;sid=620524</a></td>
<td>Technology: Using the background information each group has gathered, create a youtube video giving the class and a general audience an overview of your research topic. <a href="http://windows.microsoft.com/en-us/windows-vista/make-a-movie-in-four-simple-steps">http://windows.microsoft.com/en-us/windows-vista/make-a-movie-in-four-simple-steps</a></td>
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<td>Identify useful and relevant books and media through the use of the library catalog.</td>
<td>What books have you selected for your research? What sources can I use to find the information I need?</td>
<td>Research: Using the school and college library select at least 5 books on your topic. Outline: Select 5 books and for each and identify if the books answer your big question or support your thesis.</td>
<td>Library Catalog: <a href="https://www.worldcat.org">https://www.worldcat.org</a> New York Public Library Catalog: <a href="http://catalog.nypl.org">http://catalog.nypl.org</a></td>
<td>ELA: Write a historiography for your topic. Include: Who wrote the source (primary or secondary)? 1) For primary sources, we look at the person in his or her society, for secondary sources, we consider the theoretical orientation of the approach. 2) What are the authenticity, authority, bias/interest, and intelligibility of the source? 3) What or who was the intended audience? 4) What sources were privileged or ignored in the narrative? 5) By what method was the</td>
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<td>Select relevant and scholarly journal articles to support your thesis.</td>
<td>Where can I locate scholarly articles? What articles have you selected for your research?</td>
<td>Research: Using Jstor and online journal databases select 10 articles to support your thesis. <strong>Outline</strong>: Read through your 10 articles and outline the information contained in each. Does the article support your thesis and answer your big question?</td>
<td>Google Scholar: <a href="http://scholar.google.com">http://scholar.google.com</a> JSTOR: <a href="http://www.jstor.org">http://www.jstor.org</a> Research Station: <a href="http://libguides.csuchico.edu/scholarly">http://libguides.csuchico.edu/scholarly</a></td>
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<td><strong>Standard:</strong> WHST.9-10.8 WHST.9-10.9</td>
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<td><strong>ELA and Research Methods</strong>: Write a research abstract outlining your sources, data, and research conclusions. A standard APA abstract is 150 to 250 words long and contained in a single paragraph. <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a></td>
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<td><strong>Standard:</strong> WHST.9-10.6 WHST.9-10.8 WHST.9-10.9</td>
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<td><strong>Research Methods: Internet Searching and Web Evaluation Activity</strong> While many people use only a single search engine (e.g., Google, Yahoo) to look for information on the Web, there are many search engines with different strengths. <a href="http://www.edci.purdue.edu/lehman/edci560/Internet_Activity.pdf">http://www.edci.purdue.edu/lehman/edci560/Internet_Activity.pdf</a></td>
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</table>
| Collect, read, evaluate and write what you have learned and Evaluate the authority, usefulness, and reliability of the information you find. | Do I have multiple varied sources? What sources are relevant, accurate, from an authoritative source, objective, current and comprehensive? | **Inventory:** Take and inventory or all sources and classify each as primary, secondary, or tertiary. **Evaluation:** Deciding which information from which sources to use is an important step in writing a research paper. Select information that applies directly to your thesis statement and that comes from reputable and respected sources. Below is a list of standards to apply to book, magazine or website sources. **Basic Criteria for Evaluating:**
1) Publisher — who published or sponsored this work? Are they reputable?
2) Credentials — who is the author (or authors)? Are qualifications or degrees listed?
3) Accuracy — can the information be verified in other respected sources?
4) Currency — is the information’s publishing date current enough for the topic of the Research paper? For subject area that change frequently, like medicine, politics or finance, use the most up-to-date information.
5) Bias — does the author or University of Colorado Evaluating Sources: http://ucblibraries.colorado.edu/how/evaluate.htm | **Research Methods ELA: Identifying Valid Internet Sources** Students across all disciplines are choosing to use the Internet as a primary researching tool. Many of the sources from the Internet which are utilized by students in research papers or as possible citations for speech presentations are found lacking credibility and validity. The poor choices made in selecting sources of quality for research may simply result from lack of identification skills on the part of the student. How will students know which Internet sources are credible or valid? Students can develop awareness for the importance of identifying the validity of a website based upon the five criteria standards including: accountability, accuracy, objectivity, currency, and usability. (see resources for handout) |
| Create an annotated bibliography in MLA format. | publisher express an opinion (example: newspaper editorial) or is the information factual (like statistics). Does bias affect the information's accuracy? 6) Audience — who is the information written for — a specific readership, level of expertise or age/grade level? Is the audience focus appropriate for a research paper? | Lecture: Annotated Bib PowerPoint.  
Mechanics: Create a bibme.org account. Each group should create an account and begin to add all sources.  
**Annotated Bibliography:** Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works  
Cornell Library Annotated Bibliography: [http://guides.library.cornell.edu/annotatedbibliography](http://guides.library.cornell.edu/annotatedbibliography)  
Perdue OWL Annotated Bibliographies: [https://owl.english.purdue.edu/owl/resource/614/01/](https://owl.english.purdue.edu/owl/resource/614/01/)  
UMUC Writing an annotated bibliography: [http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm](http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm)  
University of Maryland Online Guide to Writing and Research: [http://www.umuc.edu/writingcenter/onlineguide/chapter4-05.cfm](http://www.umuc.edu/writingcenter/onlineguide/chapter4-05.cfm)  
ELA: Teaching Student Annotation: Constructing Meaning Through Connections Students learn about the purposes and techniques of annotation by examining text closely and critically. They study sample annotations and identify the purposes annotation can serve. Students then practice annotation through a careful reading of a story excerpt, using specific guidelines and writing as many annotations as possible. Students then work in pairs to peer review their annotations, practice using footnotes and PowerPoint to present annotations, and reflect on how creating annotations can change a reader’s perspective through personal connection with text. |
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that provide a variety of perspectives on your topic. Cite the book, article, or document using the appropriate style. Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html

| Create the necessary media to showcase knowledge and understanding of the essential tenets regarding water management crises. | How can global studies projects be showcased using digital media, social networking, and the internet? What digital media will be used to showcase the research project? | Media: Each group will choose the delivery of information. The projects will be presented digitally and must be a blog, video, website, or other digital media. Journal: What form of digital media will best showcase your research? | Glogster EDU: http://edu.glogster.com/?ref=com
Global Social Media Impact Study: http://www.ucl.ac.uk/global-social-media
Websites: www.wix.com
Tumblr: https://www.tumblr.com |
| Create a research project using glogster, a website, blog, PowerPoint, Prezi, moviemaker, or any additional digital media. | What is the purpose of the global studies project? What is the goal of your project? | Reflection: What change do you hope to enact through your research and presentation? | Seminar Day Project Website 2012-2013: http://globalstudiesday.wix.com/2013
Seminar Day Project |
| Create a research project using glogster, a website, blog, PowerPoint, Prezi, moviemaker, or any additional digital media. | What is the purpose of the global studies project? What is the goal of your project? | Reflection: What change do you hope to enact through your research and presentation? | Seminar Day Project Website 2012-2013: http://globalstudiesday.wix.com/2013
Seminar Day Project |

| Standard: 9.4.12.A.(5).1 WHST.9-10.7 | Media: Each group will choose the delivery of information. The projects will be presented digitally and must be a blog, video, website, or other digital media. Journal: What form of digital media will best showcase your research? | Glogster EDU: http://edu.glogster.com/?ref=com
Global Social Media Impact Study: http://www.ucl.ac.uk/global-social-media
Websites: www.wix.com
Tumblr: https://www.tumblr.com |
Seminar Day Project |
Seminar Day Project |

**Science Research Methods:** Conduct a real world experiment to test your hypothesis.

**ELA:** Write a 5paragraph essay outlining your research, data, and conclusions.
### Unit 5 Vocabulary

<table>
<thead>
<tr>
<th>Annotated Bibliography</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>Body</td>
</tr>
<tr>
<td>Boolean Search</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Research</td>
<td>Support</td>
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<tr>
<td>Analyze</td>
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<tr>
<td>Synthesize</td>
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#### Suggested Field Trips

1) Paterson Public Library  
2) William Paterson University Library  
3) New York Public Library  
4) Rutgers University Library