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 fieldwork, 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.

CRP1. Act as a responsible and contributing citizen and employee
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.

CRP2. Apply appropriate academic and technical skills.
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.

CRP3. Attend to personal health and financial well-being.
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.
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 organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## 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>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
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<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
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<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
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<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
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<tr>
<td></td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
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</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- 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
Social Studies Grades 9-12 New Jersey Core Curriculum Content Standards

A. Civics, Government, and Human Rights
6.2.12.A.3.f Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

B. Geography, People, and the Environment
6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
6.2.12.B.3.c Relate the role of geography to the spread of independence movements in Latin America.

C. Economics, Innovation, and Technology
6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
D. History, Culture, and Perspectives
6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
English Language Arts & History/Social Studies Grades 11-12 Common Core Standards

Key Ideas and Details:

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:
RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Text Types and Purposes:

WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Production and Distribution of Writing:

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<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>Compare and contrast the rights of women around the globe</td>
<td>How do gender stereotypes in the media impact society?</td>
<td><strong>Collage:</strong> Explain to participants that their mission will be to research the portrayal of women and girls in the media. Use old magazines and newspapers and have participants cut out images of the women they see. Paste these cutouts onto one large sheet of paper and have them use markers to write words associated with the images.</td>
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<td><strong>ELA:</strong> Read article and have students write a comparison to other nations’ problems dealing with rape and sexual assault on women, Article, Indian Court Says Forced Marital Sex Is Not Rape <a href="http://www.nytimes.com/2014/05/13/world/asia/indian-court-says-forced-marital-sex-is-not-rape.html">link</a></td>
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<tr>
<td><strong>Standard:</strong></td>
<td>What is the status of Women’s rights in Iran? Saudi Arabia? India?</td>
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<td><strong>The Guardian Women’s rights country by country:</strong> <a href="http://www.theguardian.com/global-development/ng-interactive/2014/feb/04/womens-rights-country-by-country-interactive">link</a></td>
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<td><strong>NJDOE:</strong> RH.11-12.6</td>
<td>How has India dealt with gender roles over the last ten years?</td>
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<td><strong>NJCCCS</strong> 6.2.12.A.3.f, 6.2.12.D.4.j, 6.2.12.D.5.d</td>
<td>How has the United States dealt with sexual assault in the military?</td>
<td><strong>Journal:</strong> Read article, Pentagon Study Finds 50% Increase in Reports of Military Sexual Assaults. Write a one-page reaction in your writing</td>
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<tr>
<td><strong>CCSS</strong></td>
<td>RH.11-12.1, RH.11-12.2 , RH.11-12.3 ,RH.11-12.6 , RH.11-12.7 ,RH.11-12.8,RH.11-12.9 ,RH.11-12.10 ,WHST.11-12.2.b ,WHST.11-12.4 ,WHST.11-12.6</td>
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<tr>
<td>Explain the current status of child labor in places such as Bangladesh, Pakistan, Haiti, etc.</td>
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<td><strong>Standard:</strong></td>
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<td>CCSS RH.11-12.7</td>
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<td>NJCCCS 6.3.12.A.2</td>
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<td>What responsibility do Western companies have to ensure the health and safety of the workers who manufacture the clothing they sell?</td>
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<td>What nations are the worst violators of child labor?</td>
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<tr>
<td>How did the United States deal with child labor in the early 20th century?</td>
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<td>How does culture influence child labor conditions around the world?</td>
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<td><strong>CNN The 10 worst countries for child labor:</strong></td>
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<td><strong>ELA:</strong> Read the following articles and have students write a reaction essay.</td>
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<tr>
<td>Work or Starve: Child Labour in Pakistan's Brick Kilns, <a href="http://www.huffingtonpost.co.uk/richard-cw-miller/child-labour-pakistan_b_4694541.html">http://www.huffingtonpost.co.uk/richard-cw-miller/child-labour-pakistan_b_4694541.html</a></td>
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<td><strong>Examine the fundamental right to a clean environment and the right to have access to clean water</strong></td>
<td><strong>What has been done and what needs to be done in your community or state to increase awareness about the individuals' right to clean environment?</strong>&lt;br&gt;What were some of the main ways in which the American public's knowledge of the need for environmental protection increased, and what were some of the responses within the government and American society as a whole?&lt;br&gt;In what ways has the federal government responded to environmental threats since the 1960s, and do you think it has been enough? Why or why not?&lt;br&gt;Why do you think many Americans continue to drive gasoline-powered, exhaust-producing automobiles despite the impact on the environment?</td>
<td><strong>ABC-CLIO, several activities, Environment</strong>&lt;br&gt;&lt;br&gt;<strong>Brainstorming:</strong> Working with a partner, brainstorm some alternative approaches to creating public momentum in favor of environmental protection. Are there some ways that you can think of to both protect the environment and allow businesses to have the energy they need to thrive?</td>
<td><strong>WHO Clean air – a basic human right</strong>&lt;br&gt;&lt;br&gt;<strong>Independent Expert on human rights and the environment:</strong>&lt;br&gt;<strong>Lesson plans,</strong>&lt;br&gt;<strong>Science:</strong> Review the following website with students,&lt;br&gt;Up-to-the-minute information about air pollution in your community&lt;br&gt;Global Climate Change,</td>
<td></td>
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</table>
| **Examine the universal right to an education, specifically how nations are living up to Article 26 of the UDHR** | **Right to Education Quiz:** http://discoverhumanrights.org/uploads/rights_to_education_in_the_us_quiz2011_3.pdf  
**The Right to Education:** http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/  
**Who is a Refugee?** http://www.hrea.org/index.php?base_id=153  
**Syria Refugee Crisis:** Three Years On http://www.rescue.org/crisis-syria  
**UN Refugee Agency 2014 UNHCR country operations profile - Sudan:** http://www.unhcr.org/pages/49e483b76.html  
**PALESTINE REFUGEES:** http://www.unrwa.org/palestineresidents | **The Right to Education:** http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/  
**Who is a Refugee?** http://www.hrea.org/index.php?base_id=153  
**Syria Refugee Crisis:** Three Years On http://www.rescue.org/crisis-syria  
**UN Refugee Agency 2014 UNHCR country operations profile - Sudan:** http://www.unhcr.org/pages/49e483b76.html  
**ELA/Spanish:**  
For bilingual Spanish speaking students, Refugees in Sudan http://www.amnestyusa.org/sites/default/files/pdfs/ninos_refugiados_de_sudan.pdf  
Art: Lesson plan, Repatriation and Graphic Communication http://www.unhcr.org/4681226d2.html |
| **How have countries around the world fulfilled their obligation in providing education to all its children?** | **Lesson plan, several activities, Palestinian refugees, http://www.pbs.org/pov/aworldnotours/lesson_plan.php**  
**Presentation:** Using the information obtained in the video clips create a blog, prezi, or PowerPoint highlighting the at risk populations around the world. Video clips, PBS, Populations at Risk http://www.pbs.org/wnet/women-war-and-peace/for-educators/populations-at-risk-the-problems-facing-internally-displaced-populations-worldwide-video-segments/ | **Who is a Refugee?** http://www.hrea.org/index.php?base_id=153  
**Syria Refugee Crisis:** Three Years On http://www.rescue.org/crisis-syria  
**UN Refugee Agency 2014 UNHCR country operations profile - Sudan:** http://www.unhcr.org/pages/49e483b76.html  
**PALESTINE REFUGEES:** http://www.unrwa.org/palestine-refugees | **ELA/Spanish:**  
For bilingual Spanish speaking students, Refugees in Sudan http://www.amnestyusa.org/sites/default/files/pdfs/ninos_refugiados_de_sudan.pdf  
Art: Lesson plan, Repatriation and Graphic Communication http://www.unhcr.org/4681226d2.html |
| **What are some solutions to addressing educational inequalities both in the US and globally?** | **Lesson plan, several activities, Palestinian refugees, http://www.pbs.org/pov/aworldnotours/lesson_plan.php**  
**Presentation:** Using the information obtained in the video clips create a blog, prezi, or PowerPoint highlighting the at risk populations around the world. Video clips, PBS, Populations at Risk http://www.pbs.org/wnet/women-war-and-peace/for-educators/populations-at-risk-the-problems-facing-internally-displaced-populations-worldwide-video-segments/ | **Who is a Refugee?** http://www.hrea.org/index.php?base_id=153  
**Syria Refugee Crisis:** Three Years On http://www.rescue.org/crisis-syria  
**UN Refugee Agency 2014 UNHCR country operations profile - Sudan:** http://www.unhcr.org/pages/49e483b76.html  
**PALESTINE REFUGEES:** http://www.unrwa.org/palestine-refugees | **ELA/Spanish:**  
For bilingual Spanish speaking students, Refugees in Sudan http://www.amnestyusa.org/sites/default/files/pdfs/ninos_refugiados_de_sudan.pdf  
Art: Lesson plan, Repatriation and Graphic Communication http://www.unhcr.org/4681226d2.html |
| **Examine the condition of political refugees who are displaced due to conflict (i.e. Darfur, Syria, Palestine, etc….)** | **Lesson plan, several activities, Palestinian refugees, http://www.pbs.org/pov/aworldnotours/lesson_plan.php**  
**Presentation:** Using the information obtained in the video clips create a blog, prezi, or PowerPoint highlighting the at risk populations around the world. Video clips, PBS, Populations at Risk http://www.pbs.org/wnet/women-war-and-peace/for-educators/populations-at-risk-the-problems-facing-internally-displaced-populations-worldwide-video-segments/ | **Who is a Refugee?** http://www.hrea.org/index.php?base_id=153  
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**UN Refugee Agency 2014 UNHCR country operations profile - Sudan:** http://www.unhcr.org/pages/49e483b76.html  
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Art: Lesson plan, Repatriation and Graphic Communication http://www.unhcr.org/4681226d2.html |

**Standard:** CCSS RH.11-12.1  
NJCCCS 6.1.12.D.16.b  
6.1.12.D.11.e

**Standard:** CCSS RH.11-12.3  
NJCCCS 6.1.12.D.15.c  
6.2.12.A.6.d

**Standard:** CCSS RH.11-12.3  
NJCCCS 6.1.12.D.15.c  
6.2.12.A.6.d
| Assess the Palestine/Israel conflict from a human rights perspective. | Why did the Palestinian-Israeli Conflict start; why has it continued; and what are the key issues that must be addressed for it to end? What are the political implications of the Palestinian-Israeli Conflict? | **Role Play/Debate:** The class will hold a mock summit of world leaders in an attempt to negotiate a settlement on several primary issues relating to the Israeli-Palestinian conflict. As a class, discuss the issues that will be covered in the summit:  - Borders and settlements  - Security  - Refugees  - Jerusalem  
| --- | --- | --- |
| **Standard:**  
CCSS  
RH.11-12.7  
NJCCCS  
6.1.12.A.12.c  
6.1.12.D.15.c  
**Technology:** Create a video presentation on the Israel/Palestine conflict | **Article/Discussion:** Read and discuss with class, Children as soldiers, [http://www.unicef.org/sowc96/2csoldrs.htm](http://www.unicef.org/sowc96/2csoldrs.htm)  
**Presentation:** Review the Global Kids  
**PBS News Hour No country for lost kids:** [http://www.pbs.org/newshour/updates/country-lost-kids/](http://www.pbs.org/newshour/updates/country-lost-kids/)  
**ELA:** Review report and have student write a reaction paper, Experiences and psychosocial impact of the El Salvador civil war on child soldiers [http://www.child-soldiers.org/user_uploads/pdf/santacruzarana20027759009.pdf](http://www.child-soldiers.org/user_uploads/pdf/santacruzarana20027759009.pdf) |
<p>| Explain how Sierra Leone’s conflict diamonds are related to the use of child labor and child soldiers | What are “blood” diamonds or “conflict” diamonds? According to the diamond industry, what percentage of the global diamond market is accounted for from “blood” diamonds? What figure do human rights campaigners offer to dispute this percentage? How does the global demand for precious stones impact human rights? | Journal/Reactions: Write a one-paragraph reaction to the video below. Video, Ishmael Beah: Boy Soldier of Sierra Leone <a href="https://www.youtube.com/watch?v=d5zWTOxKGWs">https://www.youtube.com/watch?v=d5zWTOxKGWs</a> <strong>Lecture:</strong> Point out to students that billions of dollars generated by the sale of “conflict diamonds” enables rebels to arm themselves heavily with advanced weapons and to enlist new soldiers in civil wars. Divide your class into four groups. Have each group prepare a presentation about the history and impact of the war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo, Angola or Liberia. Have each group identify the role of diamonds in the conflict. | CNN How diamonds fuel Africa’s conflicts: <a href="http://www.cnn.com/2012/04/26/world/africa/blood-diamonds/">http://www.cnn.com/2012/04/26/world/africa/blood-diamonds/</a> NPR Sierra Leone’s Diamonds Still A Source Of Contention: <a href="http://www.npr.org/2012/11/23/165271466/sierra-leone-holds-a-vote-not-a-war-on-diamonds">http://www.npr.org/2012/11/23/165271466/sierra-leone-holds-a-vote-not-a-war-on-diamonds</a> Raising Awareness About Sierra Leone, <a href="http://www.pbs.org/pov/sierraleone/take_action.php">http://www.pbs.org/pov/sierraleone/take_action.php</a> |</p>
<table>
<thead>
<tr>
<th>Standard:</th>
<th>Activity worksheet: Child trafficking</th>
<th>Activity worksheet: Child trafficking</th>
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<tbody>
<tr>
<td>NJCCCS 6.2.12.D.1.b</td>
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<tr>
<td>6.1.12.A.3.h</td>
<td>Human trafficking?</td>
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</table>

**Examine the United States policy on execution of prisoners and compare with their European counterparts**

<table>
<thead>
<tr>
<th>Standard:</th>
<th>Writing Exercise:</th>
<th>Writing Exercise:</th>
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</thead>
<tbody>
<tr>
<td>CCSS RH.11-12.3</td>
<td>What are the arguments that support the death penalty?</td>
<td>Step 1. Have students do a 3-minute &quot;stream of consciousness&quot; - writing continually for 3 minutes without removing their pen from the paper - on their emotions and thoughts on the death penalty.</td>
</tr>
<tr>
<td>NJCCCS 6.2.12.C.6.a</td>
<td>What are arguments against the death penalty?</td>
<td>Step 2. Re-convene and have students volunteer to share their thoughts on the death penalty. Jot down major ideas and issues on the board as students speak. Be sure to write down questions as they come up.</td>
</tr>
<tr>
<td>6.3.12.D.1</td>
<td>How can culture/religion influence the death penalty?</td>
<td>Lesson plan: activities</td>
</tr>
<tr>
<td></td>
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<td><a href="http://www.amnestyusa.org/sites/default/files/pdfs/preliminary_reflection_on_the_death_penalty.pdf">http://www.amnestyusa.org/sites/default/files/pdfs/preliminary_reflection_on_the_death_penalty.pdf</a></td>
</tr>
</tbody>
</table>

**Compare and contrast the racial and socioeconomic inequalities within the US criminal justice system.**

<table>
<thead>
<tr>
<th>Standard:</th>
<th>Lesson plan, several activities, Racial Discrimination and the Death Penalty</th>
<th>Lesson plan, several activities, Racial Discrimination and the Death Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS RH.11-12.2</td>
<td>What is the purpose of the criminal justice system?</td>
<td><a href="http://www.amnestyusa.org/sites/default/files/pdfs/racial_discrimination_and_the_death_penalty.pdf">http://www.amnestyusa.org/sites/default/files/pdfs/racial_discrimination_and_the_death_penalty.pdf</a></td>
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<td></td>
<td>How does the criminal justice system impact racial minorities and the socioeconomically disadvantaged?</td>
<td>ACLU Racial Justice: <a href="https://www.aclu.org/racial-justice">https://www.aclu.org/racial-justice</a></td>
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</table>

**Math:** Create a demographic breakdown of how the death penalty is used via a graphic organizer
<table>
<thead>
<tr>
<th><strong>NJCCCS</strong></th>
<th><strong>Discussion:</strong></th>
<th><strong>Debate:</strong></th>
<th><strong>ElA:</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>What racial philosophy led to the establishment of state-sanctioned apartheid?</strong></td>
<td><strong>What was Martin Luther King, Jr.’s philosophy of nonviolence and can we follow his example today?</strong></td>
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<tr>
<td><strong>CCSS</strong></td>
<td>What argument did advocates of apartheid make that apartheid created racial freedom?</td>
<td>Nelson Mandela had to revert to violent tactics in his fight for ending apartheid in South Africa. Do you think he had other choices? If so, what were they?</td>
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<tr>
<td>RH.11-12.7</td>
<td>What was Martin Luther King, Jr.’s philosophy of nonviolence and can we follow his example today?</td>
<td>Do you think it's possible for people of different groups and beliefs to unite? Can you think of any examples to support your opinion?</td>
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<tr>
<td><strong>NJCCCS</strong></td>
<td><strong>Lesson plan activities:</strong></td>
<td><strong>Presentation:</strong></td>
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<tr>
<td>6.1.12.A.13.b</td>
<td><strong>BBC Apartheid in South Africa Collection:</strong> <a href="http://www.bbc.co.uk/archive/apartheid/">http://www.bbc.co.uk/archive/apartheid/</a></td>
<td>Have students create a presentation that examine the similarities and differences between Jim Crow and apartheid.</td>
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<td>6.2.12.D.3.e</td>
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<td>How are Korean immigrants treated in Japan?</td>
<td>How have both Japan and the United States dealt with their history of discrimination towards respective minority groups?</td>
<td>Do you think governments should create population control policy? Is it necessary? Is it ethical? Explain your thoughts.</td>
<td>Do you support the use of agricultural technologies like foods genetically engineered for greater yield or longer shelf life in order to increase the world food supply? Give reasons for your answer What are the trade-offs with the use of such technologies? What is food sovereignty?</td>
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<tr>
<td>Human Right to Food: <a href="http://www.ohchr.org/EN/Issues/food/Pages/FoodIndex.aspx">http://www.ohchr.org/EN/Issues/food/Pages/FoodIndex.aspx</a> World Food Programme: Hunger <a href="http://www.wfp.org/hunger">http://www.wfp.org/hunger</a></td>
<td>Harkness Method: Small Group Discussion Have students discuss how the right to food is protected in international documents by handing out a copy of the UDHR as well as a copy of General Comment 12 of the International Covenant on Economic, Social and Cultural Rights. In small groups have students go over the relevant language in the documents using the following questions to guide their discussion: What does “adequate food” mean? Define food</td>
<td>ELA: Students write a report on food insecurity in a given country</td>
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</table>
security/insecurity What does cultural acceptability mean?

**Presentation:**
ABC-CLIO, Food, Famine, Overpopulation: 1980–Present
http://worldhistory.abc-clio.com/Topics/Display/1186380?cid=41&sid=1186380&useConcept=False

| Use different graphic organizers to understand the relationship between health and human rights and convey how nations are living up to Declaration of Alma-Ata. | How has the international community addressed access to healthcare?  
What actions can you take to address issues with healthcare access? | How has the international community addressed access to healthcare?  
What actions can you take to address issues with healthcare access? | Lesson plans, Health and Human Rights  
http://apps.nlm.nih.gov/againsttheodds/online_activities/lesson_plan_health.cfm | Math: Conduct a quantitative study comparing the status of healthcare access in two countries |

**Standard:**

- CCSS RH.11-12.7
- NJCCCS 6.3.12.C.1

**Unit 3 Vocabulary**

| Declaration of Alma-Ata  
Institutional Racism  
Imperialism  
Human Trafficking  
Gender Rights | Jim Crow  
Apartheid  
Capital Punishment  
Hunger |
The Death Penalty

Writing Assignment:

“In order to support capital punishment, you must be able to look in the eyes of the condemned man, recognize his humanity, see how he got to that point and tell him he must die. In order to oppose capital punishment you must confront the power of murder feel the loss, fear and outrage, and still be able to look the victim’s relatives in the eyes and say the murderer must live.”


Introduction: We have been learning about the law, its enforcement, and punishment. In light of this, it is now your turn to articulate your opinions regarding the workings of these institutions as it applies to the death penalty. The following requirements are not meant to limit your creativity or writing style but simply to focus you while you research and write about such a highly charged, emotional topic. You will all be asked to defend OR reject the following statement:

“The United States should abolish the death penalty as a means of punishment.”

Requirements:
• 5 paragraph PERSUASIVE essay
• 2 full pages minimum
• Have a least three reasons arguing for or against the death penalty
• Use parts of the 3 documents below given in support of your opinion or in your rebuttal of the opposing viewpoint
Death Penalty Information Center
> Furman v. Georgia – see Court Case notes in ‘Three Ring Circus’
> Gregg v. Georgia – see Court Case notes in ‘Three Ring Circus’

World Hunger Prize:

You will be using Prize and QuickTime to complete this project. You will login to your Prize account at the Prize website. You will use QuickTime to record your presentation; QuickTime is installed on all the library computers. View the video Adding Sound to a Prize for a detailed explanation of this part of the project.

Valor Discovery takes trips to the following countries: Kenya, Rwanda, Uganda, Chile, Guatemala, Mexico, Nicaragua, U.S.A., Australia, Cambodia, India, Israel, Thailand, Albania, France, Bahamas, Dominican Republic, and Haiti. Choose one to research.

After you have chosen a country, select an organization from the list below that works in the country. Develop an understanding of barriers and solutions to alleviating hunger in that country.

You may want to view one of the following videos to begin your investigation into world hunger:
• International Food Policy Research Institute: 2012 Global Hunger Index
• TED Talk: TED Talk Rosette Sheer an - Ending Hunger Now
• Feed My Starving Children: Hunger to Hope
• Science Mag: Feeding the Future (in addition to the video, the entire magazine issue pertains to Food Security)

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<tr>
<td><strong>Cite each document or source (internal citations not needed)</strong></td>
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<tr>
<td>“According to the Death Penalty Information Center....”</td>
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<tr>
<td>• Use clear, grammatically correct and appropriate language for this formal persuasive essay.</td>
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