Social Studies Curriculum

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.
### Genetically Modified Foods

#### Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Generational poverty and situational poverty</td>
<td>7-9 Weeks</td>
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<td>Unit 2</td>
<td>The Pros and Cons of Gmos</td>
<td>7-9 Weeks</td>
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<td>Unit 3</td>
<td>Food Safety and Fast Food Nation</td>
<td>7-9 Weeks</td>
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<td>Unit 4</td>
<td>GMOS, The Environment, and Sustainability</td>
<td>7-9 Weeks</td>
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<td>Unit 5</td>
<td>7 Steps Research and Project</td>
<td>7-9 Weeks</td>
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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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<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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<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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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<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>
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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.
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.
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>
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</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 |

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</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 |
<table>
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<tr>
<th>Enrichment</th>
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<tr>
<td>Accommodate Based on Students Individual Needs: Strategies</td>
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<tr>
<td>● Adaption of Material and Requirements</td>
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<tr>
<td>● Evaluate Vocabulary</td>
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<td>● Elevated Text Complexity</td>
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<td>● Additional Projects</td>
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<td>● Independent Student Options</td>
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<td>● Projects completed individual or with Partners</td>
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<td>● Self Selection of Research</td>
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<td>● Tiered/Multilevel Activities</td>
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<td>● Learning Centers</td>
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<td>● Individual Response Board</td>
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<td>● Independent Book Studies</td>
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<td>● Open-ended activities</td>
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<td>● Community/Subject expert mentorships</td>
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## 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
6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

C. Economics, Innovation, and Technology
6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

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
6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

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.
21st-Century Life and Careers
9.3 Career and Technical Education

9.3.12.AG Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

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.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Production and Distribution of Writing:

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<table>
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<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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<tbody>
<tr>
<td>Assess common factors found in countries struggling with food shortage crises and connect some of those factors to the history and current state of Paterson, New Jersey. <strong>Standard:</strong> RH.9-10.1 6.1.12.D.14.f</td>
<td>What common factors are there in countries struggling with food shortages? Do any of these factors have a role in Paterson, New Jersey?</td>
<td><strong>Journal:</strong> Why are large urban areas in the US often referred to as food deserts? <strong>Essay/Writing:</strong> Imagine you wake up tomorrow and there is a food shortage in Paterson. How would you eat? Draw and picture or write an original fiction essay detailing what this day would be like. Would it be calm? Would there be chaos? <strong>Proposal:</strong> In groups of 4 read The Guardian Article: Ebola and Food Shortage in Africa and write a proposal to the UN to ensure that the African</td>
<td><strong>Ohio State University, Feast and Famine: The Global Food Crisis</strong> <a href="http://origins.osu.edu/article/feast-and-famine-global-food-crisis">http://origins.osu.edu/article/feast-and-famine-global-food-crisis</a></td>
<td><strong>Art/Community Service/Business:</strong> Create a business and advertising plan for an organic community garden. Create a banner that includes original artwork and your organization's mission. This type of non-profit may alleviate health issues in urban food deserts.</td>
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<tr>
<td>Identify key agencies and individuals that are supporting or trying to eliminate the use of genetically modified foods and reach out to them for information.</td>
<td>What agencies and individuals are either supporting or trying to eliminate the growth of GM crops?</td>
<td><strong>Posters:</strong> In groups of 2-4 students create propaganda posters for or against the use of GMOS. Each pair should present their poster to the class. <strong>Venn Diagram:</strong> Compare and contrast the mission of a Million Against Monsanto and the Monsanto Corporation. After completing this Venn Diagram write a one-paragraph statement for or against the use of GMOS. Did this assignment change your views or straighten them?</td>
<td><strong>Forbes 2000+ Reasons Why GMOs Are Safe To Eat And Environmentally Sustainable:</strong> <a href="http://www.forbes.com/sites/jonentine/2013/10/14/2000-reasons-why-gmos-are-safe-to-eat-and-environmentally-sustainable/">http://www.forbes.com/sites/jonentine/2013/10/14/2000-reasons-why-gmos-are-safe-to-eat-and-environmentally-sustainable/</a> <strong>The Very Real Danger of Genetically Modified Foods:</strong> <a href="http://www.theatlantic.com/health/archive/2012/01/the-very-real-danger-of-genetically-modified-foods/251051/">http://www.theatlantic.com/health/archive/2012/01/the-very-real-danger-of-genetically-modified-foods/251051/</a> <strong>ELA:</strong> Persuasive Essay, In your opinion is it morally right for the World Health Organization to support, fund, and promote the use of GMOs to hunger around the globe. Write a 5-paragraph essay.</td>
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<td>Survey the role and purpose of the Codex Alimentarius Commission (Codex) and its joint role with the Food and Agriculture Organization and the World Health Organization.</td>
<td>How do the Codex Alimentarius Commission, the Food and Agriculture Organization, and the World Health Organization work?</td>
<td><strong>Writing:</strong> In pairs create 10 international food standards that you believe are necessary to ensure safety. Use the current standards and update keeping in mind 21st century food safety.</td>
<td><strong>Codex Alimentarius</strong> <a href="http://www.codexalimentarius.org/standards/list-of-standards/">http://www.codexalimentarius.org/standards/list-of-standards/</a> <strong>UN Commission Poised to Adopt New Labeling</strong></td>
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<td>Nations of Liberia, Guinea, and Sierra Leone have food stability.</td>
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<td><strong>Examine the traditional perception of foods and compare and contrast the views of “newly” created foods.</strong>  <strong>Standard:</strong> RH.9-10.1 RH.9-10.3 6.1.12.A.16.b</td>
<td><strong>Advertising Campaign:</strong> In groups of 4 students will be assigned the task of persuading Americans to trust newly created foods. Make a video/movie/commercial, poster, blog, glog, model, or Instagram account aid at making the American  <strong>History of Genetically Modified Foods:</strong> <a href="http://www.dailymail.co.uk/news/article-419985/History-genetically-modified-food.html">http://www.dailymail.co.uk/news/article-419985/History-genetically-modified-food.html</a>  <strong>Biotechnology, genetic engineering and GMOs:</strong></td>
<td><strong>Art:</strong> create an original work of art using the mediums of sculpture, acrylic paints, charcoal, model to create a visual definition of Frankenfood.</td>
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<td>Compare and contrast case studies related to the social, political, and economic conditions of the countries struggling with food shortage crises. <strong>Standard:</strong> RH.9-10.4 6.1.12.A.15.e</td>
<td>What are some of the common factors found in case studies related to the social, political, and economic conditions of countries struggling with food shortage crises? Why does the IMF fund the growing of GMOs in the developing world?</td>
<td>Students working in pairs using the school computer lab/IPads will complete the webquest entitled How Can Genetic Engineering Be Used In Agriculture To Alleviate The Problem Of Global Food Shortage? <a href="http://zunal.com/introduction.php?w=91781">http://zunal.com/introduction.php?w=91781</a></td>
<td>Create a GMO label that informs consumers. Use colors that will catch the customer’s eye and inform them about GMOs.</td>
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Identify the precautions and procedures taken to develop genetically engineered/modified foods to measures taken to preserve the environment.

**Standard:**
**RH.9-10.3 9.3.12.AG - FD.2**

<table>
<thead>
<tr>
<th>Identify the precautions and procedures taken to develop genetically engineered/modified foods to measures taken to preserve the environment.</th>
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</table>
| What is the role and purpose of the FDA in protecting food consumers?  
What scientific studies have been conducted to ensure the safety of GMOs?  
How to the precautions and procedures taken to develop GM foods compare to Measures taken to preserve the environment? |
| **Oxford Style Debate:** Divide the class in half and pose the question: Should seed companies such as Monsanto be able to put restrictions on GMO research? Each group will take the side of the researcher or the seed companies.  
**Journal:** Do you trust the scientific studies that have been conducted on the safety of GMOs? Write a 1 paragraph response and share with the class. |
| **Reuters GMO crops may cause major environmental risks, USDA admits:**  
**Yale University:**  
**GM crops good for environment, study finds:** |
| **Science:** Students will examine gene splicing and the pros and cons of GMOS. Through tactile and visual learning students will use the scientific methods investigate how GMOs are created. |
| Analyze and generate hypothesis concerning the use of genetically modified foods to help in food shortage crises.  
**Standard:** RH.9-10.10 6.1.12.C.16.a |
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<td><strong>Journal:</strong> If going vegetarian would solve the current food and environmental crises around the world, would you make the change? Why or why not?</td>
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<tr>
<td><strong>PowerPoint:</strong> In groups of 3-4 students create a PowerPoint or Prezi illustrating an alternative to GMOs solving the world food crisis. Include a works cited with at least five annotated sources.</td>
</tr>
<tr>
<td><strong>Socratic Discussion:</strong> Use Monsanto’s website to discuss their position on GMOs</td>
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| Provide examples of situations in which GM foods were grown to both help people and also to further corporation’s profit margins.  
**Standard:** RH.9-10.7 6.1.12.D.3.a |
|---|
| Is there any evidence to support the contention that GM foods are grown to both help people and also to further corporation’s profits?  
What are the annual profits of Monsanto Corporation? |
<p>| <strong>Article and Discussion:</strong> NY Times, A Lonely Quest for Facts on Genetically Modified Crops <a href="http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?_r=0">http://www.nytimes.com/2014/01/05/us/on-hawaii-a-lonely-quest-for-facts-about-gmos.html?_r=0</a> |
| <strong>Monsanto Profits Surge In 1st Quarter On Strength Of GMO Seed Business:</strong> <a href="http://www.huffingtonpost.com/2012/01/05/monsanto-profit-surge_n_1186448.html">http://www.huffingtonpost.com/2012/01/05/monsanto-profit-surge_n_1186448.html</a> |
| <strong>Technology:</strong> Break the class into two groups and have each present a case study, one on an instance where GMOs were reportedly used to help a developing nation, and one where claims of corporate profits superseded other interests |</p>
<table>
<thead>
<tr>
<th>Can you describe the role that wealth has played in deciding what crops and where genetically engineered crops will be grown?</th>
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<tbody>
<tr>
<td><strong>Debate:</strong> Class discusses differing positions on the role wealth play in the GM discussion</td>
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</tbody>
</table>
| **Genetic engineering (GMOs) and Privatization of Genetic Wealth**  
| **Honduras Embraces Genetically Modified Crops:**  
| **GM crops: European scientists descend on Africa to promote biotech**  
| **Christian Science Monitor, Peru Says No to GMO:**  
| **Math:** Students create a statistical representation (charts and graphs) of countries that have embraced GMOs and those who have or are attempting to shun them |
| Determine why most GM crops are being grown to support industrialized countries for profit-making reasons rather than to grown to help developing countries that are struggling with hunger issues. | Why are most GM crops and foods being grown to support industrialized countries rather than developing countries in need of food?  
Why is the EU banning GMOs in Europe and marketing the same crops to Africa?  
What are the ethical implications of GM crops?  
**Article Review:**  
WikiLeaks: US Should Retaliate Against EU for Genetically Modified Resistance  
http://www.huffingtonpost.com/jeffrey-smith/wikileaks-us-should-retal_b_799271.html  
**Article Review:**  
French ban on GMO maize cultivation gets final approval  
http://www.reuters.com/article/2014/05/05/france-gmo-idUSL6N0NR2MZ20140505  
GM crops, Indian farmers and suicide  
http://www.economist.com/blogs/feastandfamine/2014/03/gm-crops-indian-farmers-and-suicide | **PowerPoint Presentation on GMOs**  
http://www.responsibletechnology.org/resources/powerpoint-presentation-on-gmos  
**Resources for non-genetically modified foods**  
http://www.nongmoreport.com/organicnongmo/resources.php | **ELA Essay:** On industrialized farming in a specific country and its impact |
| Evaluate some of the latest trends in using genetically engineered/modified foods in developing countries as a means of addressing world hunger. | How have GMOs changed over the last decade?  
What are the latest trends in GM technology?  
Are GMOs a viable solution to world hunger? | Article Review:  
Can GMOs Help End World Hunger?  
http://www.huffingtonpost.com/john-robbins/gmo-food_b_914968.html  
Golden Rice And GMOs: The Best Solutions To World Hunger?  
http://www.forbes.com/sites/bethhoffman/2013/08/3 | UN World Hunger Charts:  
http://www.wfp.org/content/hunger-map-2014  
India tops world hunger chart  
http://timesofindia.indiatimes.com/india/India-tops-world-hunger-chart/articleshow/4197047.cms | ELA Essay: Develop solutions to address world hunger using information discussed in class and additional information researched |
|---|---|---|---|---|
| Compare and contrast pro and con arguments regarding genetically modified foods that reflect the view of politicians, public interest groups, and consumers. | What are the advantages of GM crops?  
What are the potential risks associated with GMOs?  
What are the common arguments for the use of GMOs?  
Why do some groups want GMOs to be labeled? | Debate: Are GMOs safe? Should they be labeled?  
Class Critique:  
Sen. Sanders: Let States Require GMO Food Labels  
Labeling Food and Ingredients Developed from GM Seed  
http://www.monsanto.com/newsviews/pages/food-labeling.aspx | Pros and Cons of GMOs:  
Brown University GM Food Crops:  
https://www.brown.edu/ce/adult/arise/resources/docs/yw10_1.pdf  
Genetically Modified Foods:  
http://www.todaysdietitian.com/newarchives/040114p36.shtml | Journalism: Interview a public figure on the GMO debate and present to the class |
### Unit 2 Vocabulary

- UN Food Programme
- Famine
- GMO labeling
- Public Interest Group
- Crop Yield
- Veganism
- Hypothesis
- Biotechnology
- International Monetary Fund
**Task:**

Your task will be to design a persuasive piece (pamphlet, advertisement, editorial, commercial, advertisement etc.) in support of or in opposition to the mandatory labeling of genetically altered food based on scientific evidence. You will be selecting the format of your project later.

But first, you will be researching genetically modified foods. Use the links below to help guide you in your research. Be aware of “extremist organizations! Be sure to cite all sources. The questions below will help you focus your research.

1. What is the definition of a genetically modified organism/food?

   1. What are the areas of greatest promise in the modification of crop plants? And the consequences of greatest danger in the modification of crop plants?
   2. What are the environmental advantages of genetically modified foods? And disadvantages of genetically modified foods?
   3. What are the health benefits of genetically modified food? And health risks of genetically modified food?
   4. What are the economic consequences?
   5. Who benefits from this? Who is harmed?
   6. What is the impact of genetically modified foods on the average

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<th>Unit Project (Suggested)</th>
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<td>Create a PowerPoint using statistical information on GMOs, world hunger, and other concepts related to industrialized farming</td>
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**Choose 1**
7. Do consumers have a right to know if the foods they are buying contain GMOs when they shop?