Social Studies Curriculum

Grade 9
**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.
## Water Management Crisis 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>Water for Life: Water uses, human rights, and gender</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Scarcity, Pollution, and Population</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Geopolitics of Water</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Technology, Organizations, and Solutions to Water Crisis, intro to research methods</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>7 Steps Research and Project</td>
<td>7-9 Weeks</td>
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</tbody>
</table>
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.
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 |

<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

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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

A. Civics, Government, and Human Rights

- 6.2.12.A.6.a: Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

C. Economics, Innovation, and Technology

- 6.1.12.C.6.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

- 6.1.12.C.6.d: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

- 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.
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

- 9.4.12.A.(5).2: Communicate about natural resource production practices and processing procedures to heighten public awareness regarding the responsible and sustainable use of natural resources.
- 9.4.12.A.(5).3: Apply scientific principles and processes to natural resource system problems and issues when planning natural resource management activities, to demonstrate understanding of the need, feasibility, and application of logical, reasoned solutions.
- 9.4.12.A.(6).3: Identify and describe environmental service systems needed to manage a facility environment (e.g., pollution control, water treatment, wastewater treatment, solid waste management, and energy).

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.
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.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Production and Distribution of Writing:

- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- 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.
<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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</table>
| Research and analyze the role of the World Health Organization (WHO) | What is the mission of the WHO? What is the role of the WHO in the world community? How does the WHO implement programs and policies to impact international public health?                                                                 | **Lecture:** The World Health Organization. **Writing:** Write a proposal to the WHO with solutions to aid in the Ebola epidemic, Polio outbreaks in Afghanistan and Pakistan, or The Bubonic Plague in China. | UN World Health Organization: [http://www.who.int/en/](http://www.who.int/en/)  
UN The role of WHO in public health: [http://www.who.int/about/role/en/](http://www.who.int/about/role/en/)  
ABC News Ebola Experimental Drugs | **Science and Fine Arts:** Design a brochure for world health day. Choose a theme: vector-borne diseases, Anti-microbial resistance, Polio Eradication, Healthy Heartbeat, Safe Blood, Urbanization and Health. Hemorrhagic Fevers. Include the common treatments for these public health issues, regions affected, public health |
Identify key agencies and individuals that are supporting the issue of water management and reach out to them for information.

**Standard:** 9.4.12.A.(5).1, WHST.9-10.1.A

| How does the World War Council aim to better manage water around the world? |
| What is the role of the United Nations and its subsidiaries in the management of water around the globe? |
| How do private organizations such as water.org work to and Water for Life strive to bring clean water to underserved communities? | **World Health Organization:**

**The Plague: It's Still Kicking and Still Killing**

**Science, Environmental Literacy, and Social Action:** Every three years, the World Water Forum mobilizes creativity, innovation, and know-how around water. Serving as a stepping-stone towards global collaboration on water challenges, the Forum is a unique multistakeholder platform where the water community and the policy and decision makers from all challenges, experimental medicines, and research to find a cure.

**Journal:** Which governmental and/or private organizations are doing the most to stem the world water crisis?

**Letter to the Editor:** Write a letter to the editor critiquing the handling of water crisis by the local governments and private organizations in Los Angeles, Toledo, or Detroit.

**UN–Water and its Role in Global Water Governance:**

**FEMA:**
  [http://www.fema.gov](http://www.fema.gov)

**27 Water Crisis Organizations:**
| Examine various global water conservation methods and analyze their efficacy. (i.e. desalination, sewage treatment plants, water filtration) | How can nanotechnology help provide unique solutions to the water shortage?  
In what ways can desalination provide relief to the world water crisis?  
How can we address the water crisis?  
How do we make undrinkable water safe to drink? | **Chart:** create a chart outlining water conservation methods used and include efficacy, cost, and impact on the environment.  
**Micro theme/Short Essay:** How would desalination solve the water crisis in California?  
**Webquest:** Potable water webquest (PPS Website) | **Water Crisis Teacher Resources:**  
**How Oceans Can Solve Out Fresh Water Crisis:**  
http://www.cnn.com/2014/05/26/tech/city-tomorrow-desalination/  
**Water Purification Down The Nanotubes:**  
Could Nanotechnology  
regions of the world can work together to find joint solutions. It is the largest international event, which seeks to advance the cause of water. Create a presentation to be presented at the World Water Forum 2015 outlining what you believe to be the most important aspect for the water community. Use Prezi, PowerPoint, or iMovie.  
**Science and Engineering: Water Desalination Plant**  
Students will use a thermal process approach to design, build and test a small-scale desalination plant that is capable of significantly removing the salt content from a saltwater solution. Students use a saltwater circuit to test the efficiency of their model desalination|
| **Compare and contrast the benefits and drawbacks of using different water management techniques (i.e. dams)** | **How do dams and reservoirs provide communities with water?** | **Venn Diagram:** Compare and contrast the use of dams and flow forecasting. | **Dams and the World's Water:** [http://ussdams.com/ussdeducation/BookforY.pdf](http://ussdams.com/ussdeducation/BookforY.pdf) |
|  | **What are the consequences of the various water management techniques?** | **Journal:** Do you think that water management techniques should be modernized? | **WWF Dam Solutions - Water Use:** [http://wwf.panda.org/what_we_do/footprint/water/dams_initiative/dams/agriculture/](http://wwf.panda.org/what_we_do/footprint/water/dams_initiative/dams/agriculture/) |
|  | **What is flow forecasting?** | **Guest Speaker:** Invite a guest speaker from the Passaic County water conservation department and provide detailed information about the process of getting water to students' homes and | **Scientific American:** |
|  |  |  | **ELA and Science Essay:** How do the anticipated climate changes play a role in the advancement of water management technology? |
| Track and trace the use of technology relevant to providing clean water to countries throughout the world. | How is cloud technology being used to bring clean drinking water to India?  
What is the role of solar power in providing clean water to countries throughout the world?  
Why are technological innovations necessary to provide clean water? | **Prezi/PowerPoint:** Create a presentation outlining the use of solar power and other technological advances in water management such as filtration and atmospheric collection technologies.  
| --- | --- | --- | --- | --- |
| Utilize technological resources to generate ideas on bringing awareness to the issue of water management crises | How can social media bring attention to the world water crisis?  
What are the most | **Social Media:** Create a campaign on twitter, Instagram, or Tumblr to bring awareness to water crisis issues around the world. | **Raising Awareness Water Crisis:** [http://forumblog.org/2012/03/raising-awareness-of-the-global-water-crisis/](http://forumblog.org/2012/03/raising-awareness-of-the-global-water-crisis/) | **ELA Essay:** How can media coverage enact social and environmental change? 5-paragraph essay. |
| Contact reputable organizations in an effort to gather information regarding local and international trends regarding the use of water.  
**Standard:** 9.4.12.A.(5).1, 6.3.12.C.1, 6.2.12.C.6.a, WHST.9-10.4 | What are the government agencies that gather information regarding water crisis?  
**Venn Diagram:** Compare and Contrast the water crisis in Toledo Ohio with the water Crisis in Detroit Michigan. What state and federal agencies are involved?  
**Journal:** Do you think that the Environmental Protection Agency (EPA) does enough to protect water supplies in the United States?  
**Chart:** As a class create a contact of all local and international water organizations. This will be a useful resource when creating seminar projects. | The Water Project:  
**Water Related Documentaries**  
http://thewaterproject.org/resources/water_related_documentaries | FEMA Water and Food Management:  
**EPA Water Risk Management:**  
http://www.epa.gov/nrmrl/wswrd/  
**China Government Water Crisis:**  
http://www.reuters.com/article/2013/09/23/us-climate-ipcc-china-idUSBRE98M0BP20130923 | ELA Critical Thinking Essay: What desperate measures must be undertaken to address the water crisis in China? Is this the responsibility of corporations, private organizations, or the government? |
<table>
<thead>
<tr>
<th>Identify Primary, secondary, and tertiary resources. (i.e. autobiography, book, encyclopedia)</th>
<th>What is the difference between a primary and secondary source?</th>
<th>Lecture: Primary, secondary, and tertiary source PowerPoint. Source Scenarios Stations: There will be 5 stations set up around the room. Each station will contain examples and scenarios outlining the use of primary, secondary, and tertiary sources. Students will identify the different sources.</th>
<th>Virginia Tech Library Sources: <a href="http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html">http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html</a> Princeton University Primary vs. Secondary Resources: <a href="http://www.princeton.edu/~refdesk/primary2.html">http://www.princeton.edu/~refdesk/primary2.html</a> University of California At Santa Cruz Distinguishing between Primary and Secondary Resources: <a href="http://guides.library.ucsc.edu/primarysecondary">http://guides.library.ucsc.edu/primarysecondary</a></th>
<th>ELA Autobiography: Create a primary source document about yourself. Write a one-page autobiography.</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> RH.9-10.1, RH.9-10.2, RH.9-10.9</td>
<td>What are tertiary sources? How will primary, secondary, and tertiary sources aid in conducting research?</td>
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<tr>
<td>Appraise the importance of academic integrity in research.</td>
<td>What is plagiarism? Why must all sources be cited? Why is it important to maintain a code of ethics in an academic community?</td>
<td>Lecture and Socratic Discussion: Plagiarism PowerPoint Presentation. As a class discuss the importance of academic integrity. Stations: Create 5 stations all depicting a different form of plagiarism and/or violations of academic ethics. In pairs students will visit each station and</td>
<td>International Center for Academic Integrity: <a href="http://www.academicintegrity.org/ica/home.php">http://www.academicintegrity.org/ica/home.php</a> MIT What is academic integrity: <a href="https://integrity.mit.edu">https://integrity.mit.edu</a> Perdue OWL: Avoiding Plagiarism <a href="https://owl.english.purdue.edu/owl/resource/589/01/">https://owl.english.purdue.edu/owl/resource/589/01/</a></td>
<td>ELA Essay: In your opinion, is it important to avoid plagiarism and always give credit to sources? Why or Why not? Write a 5 paragraph persuasive essay.</td>
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</table>
## Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Wastewater</th>
<th>World Health Organization</th>
<th>FEMA</th>
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<tbody>
<tr>
<td>Environmental Protection Agency</td>
<td>Water.org</td>
<td>Solar Power</td>
</tr>
<tr>
<td>Atmospheric Collection Technologies</td>
<td>Desalination</td>
<td>Filtration</td>
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</table>

<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Ethics</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
</table>

identify each violation or act of plagiarism.
**Choose 1**

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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<tbody>
<tr>
<td><strong>Stop the Drought in California:</strong> Using your knowledge of water management crisis. Create digital presentation outlining the best solution for California’s water crisis (i.e. desalination, dams, etc.)</td>
<td><strong>H2O for Life School:</strong> Service Learning Project</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.h2oforlifeschools.org">http://www.h2oforlifeschools.org</a></td>
</tr>
</tbody>
</table>

**Suggested Field Trips**