

**COURSE TITLE**

Global Perspectives

**LENGTH**

Half Year  
Grades 7-8

**DEPARTMENT**

Social Studies

**SCHOOL**

Union Middle School

**DATE**

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 3/21/2016

# Global Perspectives

## I. Introduction/Overview/Philosophy

During this course, students will study current political, economic, and social issues facing the world. The primary focus will examine historical causes and discuss possible solutions to selected issues throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries. When the class is concluded, students will have increased their knowledge of today's world and improved their social studies skills.

Students are expected to perform at their ability level and develop and improve their social studies skills. The academic proficiencies acquired throughout this course will help students develop arguments, debate, research, persuasive writing, and problem-solving skills.

All New Jersey Student Learning Standards and Career Standards are included. In compliance with the NJ mandates, Holocaust/Genocide, LGBTQ+ and Amistad lessons are infused into the curriculum using all necessary and appropriate methods and materials.

## II. Objectives

1. Global Issues
  - a. Early 20<sup>th</sup> Century Era
  - b. Cold-War Era
  - c. Interwar Era (Era of Unilateral Security)
  - d. Post 9/11 Era
2. Genocide
  - a. Definition
  - b. Ethnic nationalism
  - c. Ethnic cleansing
    - 1) Armenia
    - 2) Holocaust
    - 3) Cambodia
    - 4) Yugoslavia
    - 5) Rwanda
    - 6) Darfur
3. Human Rights
  - a. Definition
    - 1) Civil disobedience
  - b. History of human rights movement
  - c. United Nations
    - 1) Universal Declaration of Human Rights
  - d. Human rights violations
    - 1) POWs
    - 2) Political prisoners
  - e. Amnesty International
4. Nuclear Proliferation

- a. Significance for individual countries
  - b. History
    - 1) Manhattan Project
    - 2) World War II
    - 3) Cold War
  - c. Present day nuclear powers
  - d. International cooperation
    - 1) Nuclear Non-Proliferation Treaty
    - 2) IAEA
  - e. Unsanctioned nuclear activity
    - 1) Iraq
    - 2) North Korea
  - f. Potential nuclear threats
    - 1) Pakistan/India
    - 2) Iran
  - g. Arguments for proliferation
    - 1) Mutually Assured Destruction (MAD)
  - h. Arguments against proliferation
    - 1) Baruch Plan
5. Terrorism
- a. Types
    - 1) Religious
    - 2) Political
    - 3) Ethnic
  - b. Background
    - 1) Cause and effect
  - c. Terrorists
    - 1) Terrorist groups
      - a) Al-Queda
      - b) Hamas
      - c) Palestinian Liberation Front
      - d) Hezbollah
      - e) PKK
      - f) ISIS/ISIL
    - 2) State sponsors
      - a) Afghanistan
      - b) Iran
      - c) Pakistan
      - d) North Korea, Palestine, Libya
  - d. Tactics
    - 1) Cells
    - 2) Weapons of mass destruction
      - a) Chemical weapons
      - b) Biological weapons
      - c) Nuclear weapons
  - e. Terrorist attacks
    - 1) Middle East
    - 2) Chechnya, Croatia/Bosnia

- 3) 9/11
- 4) London (2015)
- f. Responses to terrorism
  - 1) Homeland Security
  - 2) PATRIOT Act
  - 3) GITMO
  - 4) Torture
    - a) Waterboarding
6. Immigration
  - a. History of Immigration in USA
    - 1) Ireland
    - 2) Germany
    - 3) China/Japan
    - 4) Latin America
  - b. Attitudes Towards Immigration
    - 1) Know-Nothings (1850s)
    - 2) Modern Examples
  - c. Refugees
    - 1) Defining (Refugee, Internally Displaced, Asylum Seeker)
    - 2) Syrian Refugee Crisis
      - a) Why It Is Happening
      - b) International Attitudes
    - 3) Historical Refugee Crises
      - a) Jewish Pre- Holocaust
      - b) Post-WW2 Germans
      - c) French Huguenots
      - d) WW1 Belgians
      - e) Indians from Uganda
    - 4) Ways of Responding to Refugees
7. Climate Change
  - a. Definition
  - b. Causes/Debate
    - 1) Greenhouse gases
    - 2) Solar contribution (variations)
    - 3) Industrialization
  - c. Effects
    - 1) Temperature changes
      - a) Past
      - b) Present
    - 2) Polar ice caps (science of – cross-curricular)
  - d. Adaptation
  - e. Mitigation
  - f. Policy
    - 1) U.S. acts/laws
    - 2) Earth Day
8. Slavery
  - a. Historical Slavery
    - 1) Across the World

- 2) Triangle Trade
- 3) End of Legal Slavery
- b. Modern Human Trafficking
  - a) Sweatshops
  - b) Libya Slave Markets (2017-18)
- c. Global Responses to Modern Slave Trade

**Student Outcomes:**

Other than general proficiencies that are expected of students in classroom situations, it is expected that students in the course will achieve the following goals:

- Understand the desire of people for greater political power (locally, nationally and globally) and how that desire can contribute to both political, social and economic instability and conflict.
- Explain the struggle for power among various societies and how it often manifests in the form of violence.
- To explain how ethnically/religiously driven nationalism threatens peace and security.
- To explain the concept of human rights and how it is violated in various parts of the world.
- To explain economic, political and military methods used to encourage and enforce the observance of human rights worldwide.
- To explain how nuclear proliferation and acts of terrorism have redefined the nature of war and the concept of security.
- Explain how the conditions of disease, natural disasters, warfare, poverty and futile governments contribute to political and social instability and conflict.
- To explain the relationship between humans and the environment and analyze the effects of human behavior and actions.
- To explain how the growing global population presents a strain on natural resources.
- Analyze how the reallocation of resources can minimize the potential for economic problems.
- Understand how only under the conditions of stability and security can economic advancement flourish.
- To make use of technology including computers and the Internet.
- To explain the impact of international organizations and non-governmental organizations on relations between nations.
- To analyze and develop a point of view regarding contemporary issues around the world.
- To develop debate, persuasive writing and problem solving skills.
- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

**New Jersey Student Learning Standards**

**CAREER READY PRACTICES*****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

***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.

**TECHNOLOGY**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

***Strand A. Technology Operations and Concepts***

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

***Strand B. Creativity and Innovation***

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

***Strand C. Communication and Collaboration***

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

***Strand D. Digital Citizenship***

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

***Strand E. Research and Information Fluency***

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

***Strand F. Critical Thinking, Problem Solving, and Decision-Making***

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand B. Technology and Society***

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand B. Career Preparation:***

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.



**New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects**

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1. Write arguments focused on *discipline-specific content*.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **III. Proficiency Levels**

This elective course is designed for seventh and eighth grade students. No prerequisites are required.

### **IV. Methods of Assessment**

#### *Student Assessment*

- Homework
- Class discussion
- Oral reports
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers and projects
- Tests and quizzes
- Position papers
- Class participation
- Debates

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### **V. Grouping**

There is no prerequisite for this course.

### **VI. Articulation/Scope & Sequence/Time Frame**

This is a one-semester elective open to 7-8 grade students without any prior requirements of prerequisites.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- Time Magazine
- Newsweek
- The New York Times
- Wall Street Journal

- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Numerous hand-outs from newspapers and magazines are used for class discussion.
- There are reference materials available in the library on careers in political science and international relations.
- Audio-visual materials

## **VIII. Suggested Activities**

- Current Events
- Debates
- Integrating career studies into social studies topics being studied.
- Supplementary Reading
- Geography project relating the topic studied to the proper geographical context.
- Field trips determined by the teacher
- Class Discussion
- Technology projects; Video-Documentary, iMovie, digital cameras
- Position papers
- Research Presentations

## **IX. Methodologies**

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

## **X. Interdisciplinary Connections**

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in

multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Guided questions
- Levelled readings
- Scaffolding
- Guided notes
- Closed captioning on video sources
- Small group instruction
- Pinpoint essential vocabulary
- Graphic organizers
- Varying levels of assessment
- Oral and written assignments
- Levelled readings
- Mixed ability grouping

*Differentiation for Enrichment*

- Suggested supplemental reading
- Review videos and teachings
- Student choice
- Student driven research
- Supplemental videos and articles
- Inquiry based instruction
- Student driven projects
- Interest based content
- Multiple levels of questions

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>US and International Relations</b> <ul style="list-style-type: none"> <li>● The Role of the United States in the World</li> <li>● China's 21st Century Rise</li> <li>● Post-Soviet Russia</li> </ul>	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Guided questions</li> <li>● levelled readings where</li> <li>● scaffolding for project</li> <li>● oral and written assignments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Additional readings (current event articles); optional writing assignments related to those readings</li> </ul>	6.3.12.A.2 6.3.12.D.2 6.2.12.C.5.e CRP1,2,4,5,6,7,8,9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Reading Notes</li> <li>● South China Sea Assignment</li> <li>● Russian Election Assignment</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Senate Debate on America's Role in World</li> </ul>
<b>Terrorism</b> <ul style="list-style-type: none"> <li>● Defining Terrorism</li> <li>● Historical Examples</li> <li>● US Responses to Terrorism</li> </ul>	2 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Guided notes</li> <li>● scaffolding for terrorist assignment</li> <li>● discussion questions available for preparation</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Additional materials (videos, readings)</li> </ul>	6.3.8.D.1, 6.3.12.D.2 6.1.12.D.15.d 6.2.12.A.6.c CRP1,2,4,5,6,7,8,9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Reading notes</li> <li>● Historical Terrorists Assignment</li> <li>● Class Discussions</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Senate Hearing Debate</li> </ul>

		<ul style="list-style-type: none"> <li>Students choose research topics</li> </ul>	8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	
<b>Nuclear Weapons in the 21st Century</b> <ul style="list-style-type: none"> <li>Brief History of North Korea</li> <li>Nuclear Weapons</li> <li>US-North Korean Relations</li> <li>US-Iranian Relations</li> </ul>	3 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Levelled readings where necessary</li> <li>guided questions for research</li> <li>closed captioning on video sources</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Alternate reading and response options</li> <li>Suggested supplemental materials- articles, videos</li> </ul>	6.3.12.D.2 6.1.12.A.12.a 6.1.12.A.12.b CRP1,2,4,5,6,7,8, 9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>North Korea and the World Reading Notes</li> <li>Nuclear Weapon Video Activity</li> <li>Comparing NK and Iran's relationship with USA</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>United Nations Debate</li> </ul>
<b>Climate Change</b> <ul style="list-style-type: none"> <li>What is Climate Change?</li> <li>Impact in USA</li> <li>Impact Globally</li> <li>Who Is Most Affected?</li> <li>Determining Global Solutions</li> </ul>	3 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Guided notes</li> <li>levelled readings where needed</li> <li>scaffolding for final debate</li> <li>varying levels of assessment</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Inquiry based learning</li> <li>Additional research options</li> <li>extra current event articles; option to find articles to share</li> </ul>	6.2.8.B.4.e 6.3.12.D.2 6.1.12.B.13.b CRP1,2,4,5,6,7,8, 9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Reading notes</li> <li>Global impact of climate change research</li> <li>Comparing different nations responses</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>Global Responses to Climate Change Debate</li> </ul>

		with class	8.1.8.F.1 8.2.8.B.4	
<b>Immigration and The Global Refugee Crisis</b> <ul style="list-style-type: none"> <li>American Historical Attitudes Towards Immigrants</li> <li>Defining Refugees</li> <li>Syrian Refugee Crisis</li> <li>Historical Refugee Crises</li> <li>Refugee Narratives</li> </ul>	3 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Guided notes</li> <li>mixed ability grouping</li> <li>pinpoint essential vocabulary</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Interest based content (impact of refugees on host countries/attitudes towards refugees in those countries etc.)</li> <li>Student driven projects</li> </ul>	6.3.12.D.2 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.c CRP1,2,4,5,6,7,8,9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Analyzing Primary Sources</li> <li>Analyzing Immigration Data</li> <li>Comparing Immigrant Experiences</li> <li>Defining Refugees</li> <li>Comparing Different Refugee Crises</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>Immigration and Refugee Debate</li> <li>Refugee Documentary Project</li> </ul>
<b>Genocide</b> <ul style="list-style-type: none"> <li>Defining Genocide</li> <li>Genocide Case Studies</li> <li>Survivor Stories</li> <li>America's Role in Confronting Genocide</li> </ul>	3 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>Small group instruction</li> <li>guiding questions for reading</li> <li>levelled readings- primary sources</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>Suggested supplemental reading</li> </ul>	6.3.12.D.2, 6.1.12.A.11. 6.2.12.D.4.i CRP1,2,4,5,6,7,8,9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E HOLOCAUST 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>Analyzing UN Definition of Genocide</li> <li>Comparison Activity- Comparing Global Genocides</li> <li>Analyzing Primary Sources of Genocide</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>Genocide Senate Debate</li> </ul>

<p><b>Slavery in the Modern World</b></p> <ul style="list-style-type: none"> <li>● Historical Slavery</li> <li>● Global Attitudes to Slavery</li> <li>● Human Trafficking</li> <li>● Responses to modern slavery</li> </ul>	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Levelled readings- variety of articles at different levels</li> <li>● Graphic organizers</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Extra current event articles; option to find articles to share with class</li> <li>● Multiple levels of questions</li> </ul>	<p>6.3.12.A.2 6.3.12.D.2 CRP1,2,4,5,6,7,8, 9,10,11,12 9.2.B.B.3 RH.6-8.1-9 WHST.6-8.1.A-E AMISTAD 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Reading Notes</li> <li>● Comparison Activity- Comparing Attitudes in Countries Assignment (Who Benefits?)</li> <li>● Comparing Options</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Slavery Debate</li> </ul>
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