Unit 4: Children

Content Area: **Global Studies**
Course(s): **STEM**
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will consider the challenges faced by children around the world, focusing on human rights issues: human trafficking, disease, education, and dangerous living conditions. Students will take part in writing workshops related to developing voice, and focus learning through a novel about the experiences of a young girl in China during hardships, "Red Scarf Girl."

Standards

LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SOC.6.3.8	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.
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Essential Questions

- What special rights should children expect to receive?

- What are the dangers of being a child in today's world?
- How can the rights of children be protected?

Application of Knowledge: Students will know that...

- Access to education, wealth, basic services, and a safe place to live are all related
- Human Rights are thought of differently by different parts of the world
- The Convention on the Rights of the Child describes what rights all children are granted
- Threats to children's rights are often due to their inability to advocate for their own rights

Application of Skills: Students will be able to...

- Describe the rationale for extra attention given to the rights of chidren
- Elaborate on effective solutions to curtailing child soldiers and trafficking
- Identify strategies to help raise awareness about child abuse
- Name specific instances of violations of children's rights currently going on

Assessments

Write argumentative piece on inclusion of new rights for the Convention on the Rights of the Child

Classroom discussion on the rights of children in novel read in class

Create a school-wide awareness program for child abuse and neglect

Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

Use interactive map to research access to rights for children all around the world, report on it to the class

Journal about perspective of main character in "Red Scarf Girl"

Campaign in the community for advocacy for children's rights

Watch a documentary on children's perspectives and upbringing in Israel/Palestine

Read the "Convention on the Rights of the Child," comment on its applicability for various situations/news stories

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Reading guide, presentation examples, source portfolio given ahead of time

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: abuse, neglect, refugee, vaccines, advocacy, Cultural Revolution

Differentiation to extend learning for gifted students may include:

- leadership on advocacy across the school

Integrated/Cross-Disciplinary Instruction

Social Studies: Human Rights, International conventions

ELA: Voice and Audience, relating historical context to reading material

Health: Preventative Medicine

Resources

http://www.childsrights.org/en/

https://www.unicef.org/crc/

https://www.unicef.org/why/why_rights.html

http://www.crin.org/

http://www.humanium.org/en/child-rights/

Interactive map: https://www.crin.org/justicemap/

http://www.bbc.co.uk/worldservice/people/features/ihavearightto/

http://www.childsrights.org/en/news/editorials/1532-the-french-plan-to-combat-child-abuse-2017-2019

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.