Unit 2: Respect for Diversity in an Interconnected World

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **6-7 Weeks**
Status: **Published**

Summary

With the goal of fostering awareness and understanding of diverse cultures, global issues, and interconnectedness in an increasingly globalized world, students in the Global Citizen course engage with topics such as environmental sustainability, geographic understanding, social justice, and international relations. In doing so, students develop empathy, critical thinking, and a sense of responsibility toward the global community, ultimately broadening their perspectives and equipping them with the skills and knowledge needed to contribute positively to a more inclusive and sustainable future.

This unit is part of the larger aforementioned course sequence and specifically focuses on respect for diversity in an interconnected world where students will understand how globalization has allowed our world to become more interconnected and accepting of people with diverse cultural, political, and religious backgrounds. Students will simultaneously understand, however, that globalization has brought about greater inequality and mistreatment that is continuing to be combated by groups such as the United Nations. By the end of this unit, students will know the roles of religion, politics, and migration in cultural development, the influence of immigrants in development of regional culture, the role of globalization in both connecting different regions of the world and bringing about greater economic inequality, the role of food, music, and art in the development of culture, different types of political ideologies and their impact on nations' development, the ways in which various nations throughout the world face similar challenges such as gender equality, and the role of the United Nations. Students will also be skilled at analyzing the role of food, art, religion, and political leadership in the development of culture, assessing how nations attempt to achieve gender equality, comparing the experiences of immigrants globally, describing the benefits and detriments to globalization, explaining how the world has become more interconnected overtime, develop respect for diverse cultural backgrounds, and assess the effectiveness of international organizations such as the United Nations.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2024

Standards

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a,).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation
presented.

W.7.4. 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.)

W.7.5. 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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. 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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10. 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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant

observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Amistad Commission
This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

New Jersey Diversity and Inclusion Law
In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Commission on Holocaust Education
This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions / Enduring Understandings

Essential Questions:

- How do regions of the world vary in their social, political, and religious beliefs?
- To what extent has globalization brought our world together positively?
- How has diversity within regions of the world impacted those living there?
- To what extent has globalization expanded diversity in regions of the world?

Enduring Understandings:

- Globalization has allowed our world to become more interconnected and accepting of people with diverse cultural, political, and religious backgrounds, however it also has brought about greater inequality and mistreatment that is continuing to be combatted.
- The United Nations is one of many international organizations that works to connect various nations of the world together through democratic processes to address social injustices, yet its methods have faced criticism for their effectiveness in establishing peace.

Objectives

Students will know:

- Unit Vocabulary (including, but not limited to: Christianity, Islam, Judaism, Buddhism, Hinduism, Traditional Religions, United Nations, Culture, Cultural Diffusion, Globalization, Gender Equality Gap, Inclusion, Discrimination, Feminism, Nationalism, Fascism, Patriotism, Capitalism, Socialism, Communism, Racism, Liberalism, Conservatism, Immigration, push-pull factors, diaspora, xenophobia)
- The definition of globalization is and how it affects various populations.
- The way that all people connect to culture through various forms, such as art, food, music, and celebrations.
- The ways culture shapes how we see the world, ourselves, and others.
- The shared culture among those who share a nationality, religion, and/or ideology.
- The way that while people may share certain identities, their experiences still differ.
- The difference between a dominant and minority religion, and how they differ based on place.
- While many nations have a dominant religion, religious minorities are present in all nations, and some experience discrimination due to their background.
- The difference between a democracy and authoritarian regime, noting that no country fully achieves either.
- The factors that contribute to a democracy.
- The push-pull factors of migration.
- The ways immigrants can both change and shape existing cultural practices within a region, as well as take on the cultural practices of the place they move to.
- The ways diasporic communities differ from immigrants who move voluntarily.
- The challenges immigrants face due to xenophobia.
- The influence of cultural norms on gender equality.
- The purpose and function of various international organizations, as well as their impact on the international community.
- The origins and mission of the United Nations.

Students will be skilled at:

- Differentiating between world religions.
- Explaining the impact of religion on regional development.

- Describing the difference between a democracy and authoritarian rule, including specific examples from the present day.
- Comparing similar challenges throughout the world despite varying cultural experiences, such as attempts to achieve gender equality and treatment towards migrants.
- Defining globalization and providing examples of how it has impacted our world in positive and negative ways.
- Explaining what culture is and comparing different cultures from around the world.
- Describing the purpose of international organizations and how they attempt to address social issues.
- Assessing the extent to which the United Nations succeeds at achieving its goals.
- Explaining the push-pull factors of migration.
- Analyzing the experiences of immigrants, including how diasporas form, the influence of xenophobia on government policy, and how multiculturalism expands through immigration.
- Explaining the significance of embracing diverse perspectives.
- Assessing how denying equal rights towards groups outside of the majority has led to greater challenges than progress.
- Examining the interconnectedness of our world through a current events lens.
- Working both independently and in groups to create an argument using evidence and analysis.
- Comparing and contrasting the cultural experiences of individuals and groups across and within countries or regions.

Learning Plan

100 People: Working in small groups, students will estimate what percentage of people around the world fall into various categories (gender, age, location, religion, etc.). Groups will share their ideas and rationale with the class and try to reach a consensus on the best estimates. Afterwards, students will watch the video, If the World Was Only 100 People, and answer questions about the statistics presented in the video. Students will then reflect on their estimates and how they compared to the actual numbers presented in the video. In conclusion, students will write a one-paragraph reflection about the exercise, focusing on what statistics surprised them the most/least and why.

What is Globalization?: In this lesson, students will start by brainstorming a definition of "globalization." What do you think it means? Where have you heard this word mentioned? After watching a video on globalization, student groups will rotate through stations that illustrate various examples of globalization in the modern world, including the production of medications, modern transportation networks, international organizations, and clothing production. As an exit ticket (or homework reflection), students will think about

how these processes impact the people who are involved.

CER response: To what extent is your daily life affected by globalization?

The Cost of Globalization (Case Studies): Students will be split into groups to examine the detriments to globalization in different areas of the world. Students may examine Gold Mining in Suriname, Cobalt Extraction in Congo, and Fast Fashion in China to address the question, "To what extent has globalization hurt those producing and extracting materials?" Students will consider the human cost of globalization, and address the inequality that has risen as a result of increased globalization.

What is Culture?: Students will start by reflecting on some of the similarities and differences between themselves and their classmates. What might be some similarities and differences between our class and a class in another state? Another country? After taking notes on what "culture" means and looking at different examples, students will work together to identify features of culture in the United States.

Cuisine and Etiquette in Sierra Leone, Uganda, and Zambia (p. 19-23): Students will first discuss how food reflects culture and consider food culture in the United States, such as food etiquette, stable foods, and family norms. Students will then be split into groups to examine the cuisine and etiquette norms of three African countries in various parts of the continent, reflecting on their assigned country's cuisine and etiquette. Students will then jigsaw to compare and contrast findings. As an extension, students may draw further connections to a country in another part of the world to assess how food represents culture and diversity, as well as how food etiquette reflects cultural norms and expectations.

Chatter (p. 25-29): In this simulation, students will explore how complicated language and communication can be, and how important it is to understand that different cultures have different norms surrounding communication. For this activity, each student will be given an "etiquette sheet" that gives them a set of conversational rules that should guide their interactions with other students in the simulation. After giving students the opportunity to interact within several different groups, hold a debrief discussion to talk about some of their observations and some of the challenges that they faced during the activity.

Cultural Festivals & Traditions Research Project: Student groups will be assigned a cultural festival to research and present to the class. Festivals and traditions may include Diwali, Dia de los Muertos, Songkran, Semana Santa, Obon, Hermanus Whale Festival, Tsechus, Quebec Winter Festival, Venice Carnival, Yi Peng Lantern Festival, and others. Presentations should include key information about the festival/tradition as well as what its celebration reveals about the culture. (For example, Dia de los Muertos reveals that Mexican culture honors their ancestors, not afraid to talk about death, etc.)

Experiences of Immigrants Case Studies: Students will first define what it means to be an immigrant and examine eight key facts about recent trends in global migration by Pew Research. Students will then examine how immigrants' experiences vary through case studies in Canada, Morocco, Colombia, Australia, China and Sweden to compare the experiences of migrants. Students will examine where the majority in each country

come from, immigration policy of the nation of study, as well as community building among immigrants. Students will address the questions, "How can immigrants influence a nation's culture and development? How do immigrants' experiences in a country compare to those born there?" Students will share findings, comparing and contrasting results.

Diasporas: Students will be introduced to diaspora by reading an article and addressing the questions "Why do diasporas exist? How do the experiences of people living in the diaspora differ from other immigrants?" Students will then watch a video on the African Diaspora through art to discuss how diasporas can both acknowledge violence and discrimination experienced by those a part of them, while also embracing the contributions and culture of those living in diaspora. Students will consider how diasporas allow for culture to form in ways outside of a person's nation and lead to community building.

World Religions Stations: Students will examine the religions of Islam, Christianity, Buddhism, Hinduism, and Folk Religions. For each station, students will examine the religion's geographical influence, key facts, important figures, celebrations, and cultural influence, such as in music, food, and language. Students will consider how religion impacts specific regions, as well as how religion is a reflection of culture. Students will address the question, "To what extent does religion impact cultural practices around the world?"

Religious Minorities Inquiry Activity: Students will work in groups to address the questions, "What challenges do religious minorities face? To what extent are religious minorities granted the same rights and protections as those in the religious majority? Why is it important to be inclusive of religious minorities? To what extent does religion determine someone's civil rights? " Students will work in small groups to pick a country to study and research a religious minority group and the rights and protections they have in that region. Students will share findings and discuss how religious minorities show the diversity of regions around the world.

World Religions Research Project: Student groups will be assigned a major world religion and research the key figures, ideas (beliefs, holy texts), geography, and timeline of the religion. Their research will be organized into a presentation that will be delivered to their classmates. As presentations are being given, student observers should take notes on some of the major similarities and differences between the religions.

Comparing Governments Analysis: Students will first read an article about the major differences between a democracy and authoritarian regime. Students will note the major characteristics of a democracy, and then in small groups examine a country to assess the extent to which they believe the country fits into the category of a democracy. Students will create an infographic which they will then share with their peers, comparing their findings.

Women Around the World: As an introduction to the lesson, students will participate in a "four corners" activity. Corners of the room should be labeled as "0-25%," "26-50%," "51-75%," and "76-100%." As they are asked questions about women in the world, they should stand by the corner that best reflects their estimate. (For example, What percentage of elected government representatives around the world are women?) Next,

students will complete a gallery walk that shows images of women in different parts of the world. How are their lives similar? Different? What challenges do they face?

Gender Equality Gap Analysis: Students will first make a list of what they consider to be key aspects of Gender Equality, and guess where they think the United States falls in the list of countries closest to closing the Gender Equality Gap. Students will then look at the actual factors that are considered for comparing Gender Equality, as well as the top ten countries that are closest to closing the gap. Students will then be assigned a country, and work in groups to examine and draw connections to why the gap still exists, considering cultural practices of the region, as well as historical context (such as independence, religion, etc.). Students will then make a brief recommendation list for how the country they examined could close the gap in preparation for next year's report.

International Organizations: To start, students should brainstorm some reasons why diverse nations might work together. What kinds of things would they do by working together? What are some challenges that they may face when trying to cooperate? After discussing student ideas, read the iCivics overview of international organizations. Next, student groups will research one international organization (UN, NATO, European Union, World Bank, WHO, Red Cross and Red Crescent) and present their findings to the class. After student groups have finished presenting, discuss why nations might find these organizations important. What purpose do they serve in an interconnected world?

The United Nations: Students will be asked to reflect on what they know about the United Nations (either general knowledge or what they learned in the previous International Organizations lesson). After a brief overview of the history of the United Nations, student groups will analyze several primary sources related to the origins of the UN (UN Emblem and Flag, UN Charter Preamble, videos from San Francisco Conference, interview with UN delegate). Students will then discuss what additional information they learned about the UN from these sources and what, if anything, is different from what they already knew.

Is the United Nations a Failure?: Students will read both sides of a debate about the success or failure of the United Nations in an UpFront article. Using a graphic organizer to analyze the claims being made by each side of the debate, students will determine which side of the argument they think is stronger. Finally, they will respond to the CER prompt: To what extent has the United Nations achieved its goal of maintaining peace among nations? Responses should cite at least two pieces of evidence from the article.

Current Events in an Interconnected World: Each week, a current event will be studied in relation to the Unit of study. In this unit, students will analyze current events relating to Diversity in an Interconnected world. Students will address, "How has globalization impacted the experiences of individuals and groups around the world? How do shared experiences impact nations differently? To what extent are international organizations bringing about positive change currently?" Topics of study may be news on international organizations, social changes in legislation of foreign nations, elections of foreign nations, as well as other global events.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative:

- 100 People reflection
- International Organizations group presentations
- Current events analysis assignments
- Vocabulary quizzes
- Experiences of Immigrants Case Studies
- Comparing Governments Analysis
- Gender Equity Report Analysis
- Religious Minorities Inquiry Activity
- The Cost of Globalization Case Studies

Summative:

- Cultural Festivals & Traditions Research Project
- World Religions Research Project

Benchmark:

- Analytical Writing Responses:
    - Globalization CER Prompt
    - World Religions and Culture Prompt
    - UN Debate Writing Prompt

Alternative assessments:

- Case Study: Students will identify and explain how the religion, political ideology, and social structure of a country of their choice has impacted its development and shows its diversity. Students will identify examples of political ideologies, impact of religion, examples of social changes addressed in the region, as well as how the country involves itself with other countries either through trade or political organizations, such as the United Nations.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

100 People

What is Globalization? (CFR)

What is Globalization? (TED-Ed)

How has globalization affected people, nations, and capital?

Globalization: Case Studies- Big in China: The Global Market for Hollywood Movies (CFR Education)

The Impact of Globalization on Place (National Geographic)

Effects of Economic Globalization (National Geographic)

Features of Culture (Peace Corps)

Looking at Ourselves and Others (Peace Corps)

Resources: World Religions (NYT Learning Network)

Removing the Veil (UpFront)

In a show of respect to Jews, Egypt plans to restore 1354 synagogue (Newsela)

Teaching the UN

Debate: Is the UN a failure? (UpFront)

International Organizations (iCivics)

The Global Religious Landscape (PEW Research)

Global Gender Gap Report 2024 and Videos(World Economic Forum)

A Guide to How Gender-Neutral Language is Developing Around the World (Washington Post)

Empowering Women, Empowering Children (UNICEF)

Why America Stopped Making Its Own Clothes

How Governments Work: Comparing Governments (Newsela)

World Affairs Almanac 2023-2024 (Upfront)

The Real Price of Gold (Upfront)

'Cobalt Red' Describes the 'Horror Show' of Mining the Element in the DRC (NPR)

Shein's Fast Fashion Domination Comes at a High Cost (Time)

Key Facts About Recent Trends in Global Migration (Pew Research Center)

Global Opinions of Immigrants (Pew Research Center)

Push-pull Factors in Immigration (Newsela)

Australia's Slow Embrace of Regional Indian Cuisine (Newsela)

Diaspora Article (National Geographic)

"Afro-Atlantic Histories:" Art of the African Diaspora Video(CBS Sunday Morning)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies.
- Bolded terms in directions.
- Reading texts aloud for students to assist in comprehension and analysis.
- Providing opportunities for text-to-speech for written responses.

- Use visual presentations of all materials to include graphic organizers for writing.