Unit 4: Support of a Sustainable Future

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **3 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 support for a sustainable future where students will understand how climate change has worsened in recent decades due to increased greenhouse gas emissions, pollution, and over extraction of natural resources, disproportionately harming economically developing nations and communities. While nations have attempted to make agreements to reduce the effects of climate change, these often have lacked the speed and action necessary to bring significant change - as a result, individuals and groups have taken action to protest industries and nations failing to address climate change, bringing about greater awareness and pressure for effective climate action policy and environmental justice. By the end of this unit, students will be able to identify and explain the causes and effects of climate change, explain the ways in which climate change impacts the environment and global communities, analyze the past efforts to address climate change by individuals, groups, organizations, and nations, assess the extent to which past attempts to bring environmental justice and sustainability have been successful, create an action plan to address an environmental problem, explain the role of industries in over-extracting natural resources, analyze how nations' personal interests have historically prevented effective climate action, and explain why there is a global responsibility to address climate change and promote sustainability. Students will also know how climate change impacts economically developing populations disproportionately despite their fewer negative contributions to climate change, the ways in which climate change has impacted the land, air, and sea, the ways in which nations have attempted to work independently and collectively to address climate change through policy and formal agreements, the tactics used by activists to address climate change and promote environmental justice, the leaders of climate activism, and the current practices in place to promote sustainability in farming, housing, and production.

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

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

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.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross- cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).

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.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

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

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

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.

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 race and ethnicity.

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:

- To what extent do nations have a responsibility in addressing climate change on a global scale?
- How can collective commitments to climate action aid in slowing down the impact of climate change and promoting sustainability?
- How can civilians aid in addressing climate action on a local, national, and international level?

Enduring Understandings:

- Climate change has worsened in recent decades due to increased greenhouse gas emissions, pollution, and over extraction of natural resources, disproportionately harming economically developing nations and communities; while nations have attempted to make agreements to reduce the effects of climate change, these often have lacked the speed and action necessary to bring significant change.
- Individuals and groups have taken action to protest industries and nations failing to address climate change, bringing about greater awareness and pressure for effective climate action policy and environmental justice.

Objectives

Students will know:

- Vocabulary (including, but not limited to climate change, pollution, deforestation, sustainable, conservation, greenhouse gasses, G20, Paris Climate Agreement, urban planning, emissions, toxins, hazardous waste, environmentalism, global warming
- The ways in which climate change has worsened over time.
- The challenges of climate change globally, especially for vulnerable groups.
- The causes and effects of climate change.
- The ways in which corporations and governments internationally have contributed to worsening climate change.
- The ways governments and international organizations have attempted to slow or eliminate the effects of climate change.
- The role of international organizations in addressing climate action.
- The ways that civilians have advocated for stronger climate action policy.
- The impact of climate change on individuals globally.
- The ways in which individuals, nations, and international organizations can take action to address climate change.
- The multiple perspectives on the impact of climate change to populations and the environment, as well as proposed solutions on how to address climate change.
- The ways in which sustainable development of housing, agriculture, and production can help improve the environment.

Students will be skilled at:

- Identifying and explaining the ways in which climate change has worsened in the last century.
- Analyzing how humans have contributed to climate change on the individual and group levels.
- Assessing the extent to which current climate action policy adequately addresses the rising concern regarding climate change.
- Creating an action plan to address climate change.
- Evaluating the role of industries in exacerbating the effects of climate change.
- Examining the impact of policies on climate action in promoting and protecting human rights.
- Explaining the impact of climate action activists in bringing about awareness and change to climate policy.
- Describing how countries' own interests have historically prevented the expansion of climate policy.
- Assessing how the exploitation and use of natural resources and land have had a global impact on migration and changes in urban-rural populations.
- Analyzing multiple perspectives on the ways to address climate change and creating a plan based on findings and research.
- Evaluate how sustainability practices have brought about positive environmental impacts.
- Create or alter a sustainable product or idea to promote greater environmental justice and protection.

Learning Plan

Environmental Challenges Overview - Students will brainstorm a list of environmental issues that they know about (climate change, air pollution, litter, water pollution, deforestation, plastic pollution, etc.) and compile a class list on the board. Next, student groups will generate a list of causes and effects of these environmental issues. After having time to share causes and effects as a class, students will participate in a silent discussion on the topic. Posters will be displayed around the room with questions including How do humans contribute to these conditions? Do you think the environment is more or less threatened than in the past, and why? Which threat or hazard do you think is most serious, and why? What actions do you take to promote or prevent these threats? After students have added their responses to the posters, discuss any themes or similarities that seem to emerge. As an exit ticket, students will respond to the prompt, What do you hope to learn in this unit?

Climate Change Cause & Effect - As a warm-up (or for homework the night before), students will create a fishbone diagram illustrating an effect and possible causes of an event. First with their groups and then as a class, students will discuss how they could determine which of the causes was the correct one that led to the effect. Some ideas might include conducting an experiment, observing data over time, conducting surveys, doing more research, etc. Next, students will read an article about a climate issue in a fictional town and evaluate different hypotheses regarding what is causing the climate to change. In conclusion, student groups

will share which hypothesis they believed was most likely correct and how they made their decision.

Climate Activists - Start by asking students to define what an "activist" is or if they've ever heard the word before. Explain that an activist is someone who cares about specific issues and campaigns to highlight the issue or make more people aware of it, then ask if they can name any examples. Next, direct students to the Google Earth Story: Global Youth Climate Activists site and give them an opportunity to explore the youth climate activists that are identified in the Google Earth Story. Students should take notes on each activist, focusing on where they are located, what their primary climate concern is, and how they make people aware of these issues. As an exit ticket, ask students to list some ideas of ways that they can make people aware of environmental issues in our own community.

Climate Disagreement - Students will read an article on disagreements over climate change and evaluate some of the factors that influence the way that people, organizations, and nations view climate change. Reflection: How do the difficulties of addressing climate change impact our beliefs about it?

Evaluating Climate Impacts - As a warm up, students should brainstorm effects of climate change and compile their answers on the board. Next, they will watch a video about the impacts of climate change, identifying effects of climate change and other key information. After reviewing information from the video, students will participate in a stations activity where they examine profiles of people impacted by climate change. As an exit ticket, students will review the list compiled at the start of class and identify at least two that are direct effects of climate change and at least two that are indirect effects.

The Impact of Pollution - Students will complete a gallery walk activity where they examine different photos of air, water, and land pollution, identifying the problems that they see in the photos and what problems such pollution might create. Next, they will brainstorm ways to address each type of pollution on the individual, local, national, and international levels. Finally, students will create a poster to inform others in the community about pollution.

Governmental Attempts to Address Climate Change - Students will examine excerpts of previous climate action agreements, such as the Kyoto Protocol and the Paris Agreement to assess how nations have attempted to come together to address climate change. Students will then examine the actual actions of countries after signing such agreements and consider the question, "To what extent has action been taken to meet climate agreements?" Students will then reflect on whether or not climate agreements have been successful, and what could be done to strengthen such agreements.

Promoting Sustainability - Students will consider the ways in which to promote sustainability considering environmental problems previously discussed. Students will then examine various attempts to promote a sustainable future through a stations activity, examining quotes, pictures, and data on the effectiveness of initiatives in urban planning, sustainable agriculture, biodegradable products, and clean energy. Students will then attempt to create their own "sustainable product" or idea that either builds upon an idea examined or addresses an additional issue not previously discussed. Students will share findings and reflect on how

sustainability initiatives have brought about greater global change regarding the climate crisis.

Climate Policy Project - Students will pick one climate change issue of interest (deforestation, greenhouse gas emissions, pollution, oil extraction, etc.) and research how the current problem has expanded, as well as propose a solution based on previously examined tactics. Students will consider the following questions, "Which nations or industries are most responsible for contributing to this environmental issue? How has it impacted a certain region or peoples (with example)? To what extent is current action being taken globally to stop or slow down the climate issue, or help those most impacted by it? How can this issue be better addressed globally, and how would this proposal bring about change?" Students will share their policy projects with one another and create their own "Class Environmental Agreement" based on their findings.

Current Events in Climate Change - 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 Climate Change and Environmental Justice. Students will address, "How is climate change impacting communities around the globe? To what extent do international organizations and nations address climate action effectively? How can individuals aid in promoting environmental justice and climate action?" Topics of study may be news on recent developments in global warming, natural disasters associated with climate change, impacts on living conditions for communities globally due to climate change, and activism relating to environmental justice.

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:

- Current events analysis assignments
- Environmental Challenges Overview
- Climate Disagreement
- Vocabulary quizzes
- Climate Activists exit ticket
- Climate Impacts exit ticket
- Promoting Sustainability

Summative:

- Climate Policy Project

Benchmark:

- Analytical Writing Responses:
    - To what extent can sustainable development help in slowing down the effects of climate change?
    - How can governments around the world improve their commitment to climate action?

Alternative assessments:

- Case Study: Students will research examples of climate actions that have been successful in their goals, and examples of inaction towards climate justice. Students will identify and explain how the climate actions (or lack thereof) they chose to study have impacted those involved, including communities negatively impacted by climate change, industries contributing to climate change, and the nations enforcing (or failing to enforce) the initiatives. Students will then create an action plan to address the issue still not addressed, using their findings from successful initiatives to support their plan.

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:

Sustainable Development Goals (United Nations)

Climate Action Initiatives (United Nations)

Cause and Effect and Climate (California Academy of Sciences)

Does Climate Change Cause Extreme Weather? (PBS Above the Noise)

Earth: It's Everybody's Home

Google Earth Story: Global Youth Climate Activists

How Will Climate Change Continue to Affect Us? (Crash Course Climate & Energy)

Smog Cloud Silver Lining (Radiolab Podcast)

Deforestation (NASA)

Building a Great Green Wall (UpFront)

A Solution for Climate Pollution (UpFront)

What If We Run Out of Water? (UpFront)

The Truth About Recycling (UpFront)

The Right to a Healthy Climate (UpFront)

How Plastic Is Trashing the Planet (UpFront)

The Case for Climate Optimism (OER Project)

Climate Action: Policy Analysis & Advocacy (OER Project)

Climate Action: Civic Action (OER Project)

With an Eye on Their Future, Global Youth Rally Against Climate Change (Washington Post Newsela)

Climate Change: Activism and Policy (PBS)

Students Fighting Climate Change (PBS)

The Climate Crisis Disproportionally Hits the Poor. How can we protect them? (World Economic Forum)

How Sustainable Cities Like Singapore Succeed in Green Urban Development (Earth.org)

5 Urban Solutions to Tackle Climate Change in Cities (Earth.org)

Ways in Which Vertical Farming Can Benefit Our Environment (Earth.org)

Women Strengthen Climate Resilience and Protect Clean Water in Tanzania (WWF)

14 Sustainable Agriculture Practices That Benefit the Planet (RegenX)

Sustainable Fishing (National Geographic)

Can Energy Harnessed from Earth's Interior Help Power the World? (National Geographic)

Kenya is Tapping its Volcanic Rift for Green Energy (National Geographic)

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.