

Contemporary issues in science/health, technology, economics and the environment

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **November**
Length: **4 weeks**
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Unit Overview

Students will understand contemporary issues and challenges related to science/health, technology, economics and the environment in the United States and around the world.

Transfer

Students will be able to use their learning from World History, US I and US II and connect it to world power today. Students will also be able to use their learning to trace the development of science/health, technology, economics and the environment in the United States and around the world to pertinent modern issues.

Meaning

Understandings

Students will understand that...

modern issues and challenges in science/health, technology, economics, and the environment were shaped by the history of those issues

there are many modern issues and challenges in science/health

there are many modern issues and challenges in technology

there are many modern issues and challenges in economics

there are many modern issues and challenges regarding the environment

Essential Questions

In what ways are modern issues and challenges in science/health, technology, economics, and the environment

shaped by the history of those issues?

What are the modern issues and challenges in science/health?

What are modern issues and challenges in technology?

What are modern issues and challenges in economics?

What are modern issues and challenges regarding the environment?

What are some possible solutions to problems and conflicts related to issues and challenges in science/health, technology, economics, and the environment?

Application of Knowledge and Skill

Students will know

Students will know...

there are many modern issues and challenges in science/health

- obesity/healthcare/other health challenges
- biomedical ethics issues (gene editing, etc.)
- robotics/automation

there are many modern issues and challenges in technology

- internet/computers/smarthphones/social media/hacking/data/privacy
- shifts in manufacturing/production/work

there are many modern issues and challenges in economics

- globalization
- developing vs. developed world
- free trade/tariffs/debt/gap b/w rich and poor, poverty, etc.

there are many modern issues and challenges regarding the environment

- business interests vs. the environment

- natural resources
- natural disasters
- pollution
- role of governments locally and globally

Students will be skilled at

Students will be skilled at...

Recognizing that there are many modern issues and challenges in science/health.

Recognizing that there are many modern issues and challenges in technology.

Recognizing that there are many modern issues and challenges in economics.

Recognizing that there are many modern issues and challenges regarding the environment.

Academic Vocabulary

obesity

healthcare/other health

biomedical ethics

gene editing

robotics/automation

internet

smarthphones

social media

hacking

data

privacy

manufacturing

globalization

developing vs. developed world

free trade

tariffs

debt

poverty

ANWR

natural resources

natural disasters

pollution

Paris Climate Accords

Learning Goal 1

Students will be able to...

Investigate issues and challenges facing the United States including: science/health, technology, economics and the environment

- understand issues and challenges facing the United States regarding: science/health, technology, economics and the environment

SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Target 1

trace the major shifts in the United States related to science/health, technology, economics and the environment leading up to the late 1900s/early 2000s

The Choices Program- Climate Change and Questions of Justice.

Target 2

understand the major issues and challenges in science/health and technology in the modern United States potentially including but not limited to:

- obesity/healthcare/other health challenges
- biomedical ethics issues (gene editing, etc.)
- robotics/automation
- internet/computers/smarthphones/social media/hacking/data/privacy
- shifts in manufacturing/production/work

Target 3

understand the major issues and challenges in economics and the environment leading in the modern United States potentially including but not limited to:

- globalization
- developing vs.developed world
- free trade/tariffs/debt/gap b/w rich and poor, poverty, etc.
- business interests vs. the environment
- natural resources
- natural disasters
- pollution
- role of governments locally and globally

Learning Goal 2

Students will be able to...

Investigate issues and challenges facing the world including: science/health, technology, economics and the environment

- understand issues and challenges facing the world including: science/health, technology, economics and the environment

SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.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.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Target 1

trace the major shifts in the world related to science/health, technology, economics and the environment leading up to the late 1900s/early 2000s

Target 2

understand the major issues and challenges in science/health and technology in the modern world potentially including but not limited to:

- obesity/healthcare/other health challenges
- biomedical ethics issues (gene editing, etc.)
- robotics/automation
- internet/computers/smarthphones/social media/hacking/data/privacy
- shifts in manufacturing/production/work

Target 3

understand the major issues and challenges in economics and the environment leading in the modern world potentially including but not limited to:

- globalization
- developing vs.developed world
- free trade/tariffs/debt/gap b/w rich and poor, poverty, etc.
- business interests vs. the environment
- natural resources
- natural disasters
- pollution
- role of governments locally and globally

Learning Goal 3

Students will be able to...

Examine current problems and conflicts related to: science/health, technology, economics and the environment

- Examine current problems and conflicts related to: science/health, technology, economics and the environment

SOC.6.1.12.A.14.d

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

SOC.6.1.12.A.15.f

Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

SOC.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.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.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Target 1

Collaboratively evaluate possible solutions to political problems and conflicts that arise in an interconnected world.

Target 2

Develop solutions to problems and conflicts that arise in an interconnected world.

Assessments

Formative

problem based learning

direction instruction
cooperative study
oral presentations
primary source analysis
do nows
participation/discussion
expository writing
persuasive writing
homework
mini projects

Summative

3rd Unit Test: Short Answer Questions

3rd Unit mini-project: Choice Board(utilizing Gardners multiple intelligence style options)

21st Century Life and Careers

SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online

	community.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Accommodations and modifications

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

3rd Unit Test

- Short Answer Test

Modified version:

- *adjusted rubric to focus on understanding
- *highlight topics to lessen choice
- *shortened answers (about 2-3 sentences)

3rd Unit mini-project

- Choice Board (utilizing Gardners multiple intelligence style options)

Modified version:

*adjusted rubric to focus on understanding

Unit Resources

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. Digital History - <http://www.digitalhistory.uh.edu/>
3. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
4. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
5. National Archives: Docs Teach - <https://www.docsteach.org/>

Social Studies Databases

1. abc-clio for Social Studies

Student Response Systems

Primary Source Documents

1. The DBQ and mini DBQ Project Binders

Choices Program:

[Climate Change and Questions of Justice](#)

[International Trade in a Globalized World](#)

Interdisciplinary Connections

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing,

and engaging.

- LA.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- LA.RL.11-12.9 Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- SCI.HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- SCI.HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.