

# Unit 3: Studying Peoples Interest in Future Events

Content Area: **Social Studies**  
Course(s): **Futurology**  
Time Period: **1 marking period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to develop a theory on why people concern themselves with the future

## Transfer

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Students will be able to identify different areas/obsessions people have about future events and changes

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- The future fascinates many people in different ways
- Unknown will always create doubt and interest

- The idea of the world ending has been around as long as world has existed
- We are society that promotes change and adaption

### **Essential Questions**

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Students will keep considering...

- Why our society is fascinated with the future
- Why the ending of our world intrigues our society so much

### **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the different reasons why our society is future oriented
- reasons for our fascination with the future
- how different groups of people believe the world will end

### **Students will be skilled at...**

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Students will be skilled at...

- analyzing different reasons we study the future
- recognizing our societies obsession with future oriented thinking
- compare and contrasting the different ways people believe our world is ending
- analyze how our view of the future impacts current decisions

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### **Academic Vocabulary**

Armageddon, Anti-Christ, Rapture, Mark of the Beast, Tribulation, Prediction, Fascination

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### **Target 2**

Determine the importance of understanding peoples fascination with the future

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LA.K-12.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.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

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### **Target 1**

Determine how people come to the conclusion that the world will end

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	society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

## **21st Century Life and Careers**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## **Formative Assessment and Performance Opportunities**

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Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Surveys

Guided notes

## Benchmark

### **Accommodations/Modifications**

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Enrichment opportunities: extra credit for those who choose to do outside the classroom work

**Differentiation: 504 accommodations and IEP modifications are met as required**

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:

- Compare and Contrast Foldable
- Online Practice Game
- Graphic Organizer
- Perspectives Journal Writing
- Timelines
- Debate
- Play Re-Enactment and Song Analysis
- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

## **Unit Resources**

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Internet

Power Points

Surveys

Supplemental text/teacher resources

Videos

Student notebook/journal

## **Interdisciplinary Connections**

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