

# Unit #7: Environmental Issues

Content Area: **History**  
Course(s):  
Time Period:  
Length: **4 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
History and Contributions of Asian American and Pacific Islanders P.L.2021, c.416	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Environmental Issues

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## Learning Objectives

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- 1. Relate the role of geography to the spread of independence movements in Latin America.
- 2. Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 3. Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 4. Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

## Essential Skills

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- 1. Identify and explain current environmental issues in the media.
- 2. Evaluate the causes and responses to environmental crises (e.g., acid rain, ozone depletion, global warming, biodiversity).
- 3. Evaluate the results of technological improvements on the environment (hybrid cars, nuclear power, and renewable power sources)
- 4. Compare and contrast the worldwide consumption of natural resources.
- 5. Analyze the effectiveness of governmental policies on the environment and conservation.
- Artists will be able to know the following:
- Environmental issues are negative aspects of human activity on the biophysical environment.

Environmentalism, a social and environmental movement that started the 1960s, addresses environmental issues through advocacy, education and activism.

## Standards

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SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.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.
SOC.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.
SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

## Instructional Tasks/Activities

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\*\*Guided readings/ Outlining/ Notes (on the following outline):

1. Environment Issues
  - a. Local, national, global problems
  - b. Conservation / consumption v. policy
2. International Treaties
  - a. National vs. global
  - b. Involvement and resistance
3. Developing vs. Developed Countries
  - a. Ideologies
  - b. Opposing viewpoints
  - c. Technological development
4. United States
  - a. Current environmental policies
  - b. Dependence on fossil fuels
  - c. Responses to environmental crises (Ex. BP Oil Spill, Changing weather patterns, etc.)

#### d. Awareness

- 1. Define and identify current environmental issues including: oil drilling, nuclear power, fossil fuels, global warming, air pollution, environmental disasters and relief, recycling and global welfare.
- 10. Complete a teacher-generated propaganda project that deals with government waste
- 11. Answer questions of a Common Lit about the 1906 San Francisco Earthquake
- 12. Complete a graphic organizer about megacities
- 13. Complete a teacher-generated activity about solutions to megacities
- 14. Complete an activity about environmental literacy in regards to environmental degradation
- 15. Conduct research about an environmental disaster and complete a teacher-generated research log
- 16. Use environmental disaster research log to create a Google Slides Presentation
- 17. Find and select an article and complete a teacher-generated current events write up
- 2. Define and identify the following governmental policies: Kyoto Protocol, Montreal Protocol, etc.
- 3. Define and identify the following key terms: conservationists, businesses, and consumers.
- 4. Research various environmental disasters and analyze their effect on the world.
- 5. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.
- 6. Evaluate statistics to clearly comprehend the effects humans have on the environment.
- 7. Write a research paper evaluating the positives and negatives of a dependency on fossil fuels.
- 8. Answer questions for a reading titled "Down the Dumpster"
- 9. Answer questions for a reading titled "What is the Government Doing?"

### **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data

- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group

- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Common Lit
- Google Docs
- Google Slides
- Issues in Our Changing World, The Center for Learning
- Local and National Magazines and Newspapers
- McGraw Hill "United States History" textbook
- Opposing Viewpoints, online databases, The Gale Group
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- Student Magazines, e.g., Upfront (The New York Times)
- The Global Environmental Problems: Implications for U.S. Policy, The Choices Program, [www.choices.edu](http://www.choices.edu)
- The Internet
- [www.epa.gov](http://www.epa.gov)
- [www.ipcc.com](http://www.ipcc.com)