

# Unit 03: Global Justice and Human Rights

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>Global Justice and Human Rights</b>  This unit will examine the various issues and problems facing our world today. Students will learn about the rising threat from domestic terrorism and a changing climate as well as explore solutions to these problems. Students will also examine polarization in politics and various social justice issues including the various viewpoints on these subjects.
<b>Suggested Duration:</b>	<b>6 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Writing & Literature – Interpretation and analysis of primary and secondary source documents literature as part of gaining historical understanding.

Public Speaking – Participation in debates and presentations

Arts – Practical and Fine – Analysis of art as a means of impacting current issues.

Music – Analysis of music as a means of impacting current issues.

Economics – Analysis of public, private, and national, and international economies and how these impact the current issues

Sociology – Understanding and analysis of relations between various groups of people and how these relations affect current issues.

Psychology – Understanding psychological explanations for human behavior as it applies to everyday current issue.

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebooks, Google Classroom, Various YouTube Clips, Google Apps for Education.

## Standard(s) Addressed

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## STAGE I Desired Results

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STAGE I Desired Results
Objective (Transfer)
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"><li><i>Understand what terrorism is and how to deal with the rising threat of domestic terrorism.</i></li><li><i>Weigh in on solutions to solving the Climate Crisis and what role the government and or individuals have in this fight.</i></li><li><i>Identify causes of increased polarization in the US and the effects it has on government</i></li></ul>

- *Develop their own opinions on social justice issues by examining various viewpoints*

### **Mastery**

#### **Big Ideas/Enduring Understanding**

*Students will understand that...*

- Terrorism is multi-faceted and has many definitions.
- The rise of domestic terrorism will continue to be a threat to our world and country and evaluating different ways of dealing with this threat will be an important task for future generations.
- Climate Change has been a major issue in American Society and American politics in the last 15 years.

#### **Essential Questions**

- What is Terrorism? How would you define it and are there different types of terrorism?
- Why are terrorist acts committed? What are the goals of terrorism?
- Why has there been a surge of domestic terrorist attacks in the United States in the last 5 years?
- What are the causes and concerns related to global warming?
- What are possible solutions for combating climate change? Can these solutions be implemented in the near future?
- What is political polarization?
- How has political polarization impacted the government?
- Has polarization stopped the government from being effective in dealing with the nation's problems?
- What are various social justice movements in the past 5 years?
- Are social justice movements influenced by politics or vice versa?

### **Acquisition**

*Students will know . . .*

- Consider the impact of ongoing poverty, racism, sexism, anti-Semitism, militarism, and the availability of weapons on religious expression, nationalism, and struggles for political power.
- Identify inconsistencies in U.S. foreign policy relating to terrorism.
- Explore the relationship between terrorism and the exercise of basic human rights.

*Students will be skilled at . . .*

- Identifying causes of increased polarization in the US and the effects it has on the government.
- Developing their own opinions on social justice issues by examining various viewpoints.
- *Reading and analyzing primary source documents*
- *Reading and analyzing scholarly texts*
- Identify and analyze the history of political polarization in the United States.

- Explore a variety of issues related to Domestic terrorism and the governments response.
- There is a relationship between the consumption and conservation of natural resources.
- Scientific and technological developments affect people’s lives, the environment, and transform societies.
- Large-scale environmental projects are possible due to advancements to technology
- Climate Change is a problem not only for the United States but the world
- There are devastating long term and short term side effects of climate change.
- Political Polarization challenges our governmental system and often divides Americans.
- There are many social justice movements in the United States.
- Historically Social justice movements have brought about changes in government,laws and protections for different people.

- *Analyzing graphs, charts and data*
- *Developing research based arguments in support of a thesis*
- *Determining central ideas or themes of a text and analyzing their development; summarize the key supporting details and ideas.*
- *Integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
- *Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance of the evidence.*
- *Assessing how point of view or purpose shapes the content and style of a text.*
- *Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*
- *Gather relevant information from multiple digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*
- *Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Class participation	Student led socratic discussion
Assigned readings	Inquiry project/group presentations

Current Events Response sheets	Unit themed quizzes (assessments)
<b>Modifications</b>	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a <a href="#">balanced assessment system</a> with Practice and Assessments.	

Definitions provided, Rephrasing for clarification, Provision of verbal assessments, fewer answer choices (multiple choice), fewer test items.

**STAGE III Learning Plan**

<b>STAGE III Learning Plan</b>
<b>Organize plan by weeks</b>
WEEK ONE - Understand the rise of <b>domestic terrorism and how domestic and foreign terrorism</b> effects governmental policy.
WEEK TWO- Evaluate the <b>Climate crisis</b> and the role of government and individuals to help solve this problem
WEEK THREE/FOUR- Understand the increase in <b>Polarization in Politics</b> and the effect this has on society and government.
WEEK FIVE/SIX- Analyze the various social justice issues going on in today’s world, how/why they manifested and the various viewpoints on these issues
<b>Modifications</b>
<b>How are the activities modified/differentiated? (i.e.: abridged text)</b>
“Text Compactor” and similar apps in order to create abridged text. Format modification, enlarged text, color coding, word banks, provision of definitions and text clarification.
Students in higher level courses (Honors/AP) will read additional primary sources to add depth of understanding by considering different perspectives. *See Specific Resources for Unit

**Specific Resources for Unit**

<b>Specific Resources for Unit</b>
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## Attached Affirmative Action Compliance Checklist

- Teaching Tolerance Activities
- <http://allsides.com>
- CNN 10 <https://www.cnn.com/cnn10>
- Various News Articles from online Media and Media (ex: CBS, ABC, NBC, BBC)
- <https://www.cbsnews.com>
- <https://abcnews.go.com>
- <https://www.bbc.com>
  - Frontline Programs <https://www.pbs.org/wgbh/frontline/>
  - VICE News Program <https://www.vice.com/en/section/news>
  - Teaching Tolerance Activities/Readings
  - Power Points/Google Slides
  - NearPODs
  - Youtube clips
  - NewsGuard
  - Before the flood Movie

### Diversity, Equity, & Inclusion

#### Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

### Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1

Act as a responsible and contributing community members and employee.

WRK.K-12.P.2

Attend to financial well-being.

- WRK.K-12.P.3 Consider the environmental, social and economic impacts of decisions.
- WRK.K-12.P.4 Demonstrate creativity and innovation.
- WRK.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u><a href="#">Core Idea and Performance Expectation</a></u> from NJDOE link above.	