Unit 1

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **2weeks**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

Rationale

Enduring Understandings

Content Specific	Skills Specific
• Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. • Governments around the world support universal human rights to varying degrees. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• Analyzing interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Essential Questions

Content Specific	Skills Specific
• What is the most serious problem that the world faces today? • How do organizations protect human rights globally? • What steps are being taken to protect the environment at an international level? • Why do people migrate? • What are the benefits and drawbacks of a global economy?	• How can we use case studies to assess the effectiveness of organizations? • How do I find reliable evidence to support a claim?

Key Resources

This section houses the essential required resources for this unit.

HMH Module 30

United Nations

UN Declaration of Human Rights

Anti-Defamation League: Human Rights

Human Rights Case Studies

Genocide Education Project

United States Holocaust Memorial Museum

UN Migration

NASA: Case Studies in Climate and Carbon

Paris Agreement

Supplementary Resources

This section houses additional approved resources for this unit.

Case study methods

Edutopia: teaching with case studies

PBS: understanding statistics and data in the news

Helsinki Accords

UN Women

Gender Equality Initiative

UN: Convention on the Rights of the Child

Pew Research Center: Global Migration

Largest Refugee Crises

UN: Refugee Crises

Population Growth

TED-Ed Lessons on Global Economics

National Geographic: Global Economy

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.
Case study analysis Evaluate governmental and international responses to crises Research Debate Citing Evidence	• Human Rights • NGOs • Women's Rights • Children's Rights • Child Labor • Child Marriage • Political Dissent • Ethnic and Racial Conflict • Genocide • Religious Persecution	• Anti-Defamation League: Human Rights Illustrated • BBC: Human Rights Case Studies • Research Project/presentations • Mock summit on human rights • Case studies focused on	• Presentation • Debate • Conferencing

		women's rights globally • Case studies on NGOs and children's rights globally • Debate the importance of political dissent in promoting or hindering human rights • Case studies of modern examples of genocide and religious persecution	
Case study analysis Citing Evidence Data analysis	Migration Refugees Population Growth	• Migration case studies • Research and discuss refugee crises • Population Growth data analysis	• Presentation • Debate • Conferencing
Case study analysis Citing Evidence Data analysis Debate	Environmental Sustainability Climate Change Paris Agreement	• case study: carbon and climate • CSPAN: Paris Agreement Analysis and Discussion • Create an environmental sustainability plan	• Presentation • Debate • Conferencing • Discussion
Case study analysis Citing Evidence Data analysis	Economic Development Developed v Developing Nations GDP Global Economy Recession World Bank	• Global economies case studies/country analysis • analysis and evaluation of free trade agreements • Globalization vs Isolation	• Country analysis presentation • Discussion • Conferencing

	International Monetary Fund Free Trade		

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Human Rights • Genocide	• World Unit4: Holocaust
Case study analysis Citing Evidence	World Unit 4

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).