5/6 G&T Unit B2: Global Citizenship - Children's Rights

Content Area: **Gifted & Talented**
Course(s):
Time Period: **MP2**
Length: **30 days**
Status: **Published**

NJSLS

6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Rationale and Transfer Goals

In this unit, students will be introduced to the concept of children's rights. Students may be more aware of/well-versed in human rights and the lessons of this unit will seek to place children's rights within that scope while also setting it apart from the larger human rights campaign. Students will think deeply about what rights are, who deserves to have rights, how rights can be protected, what enforcement of laws may look like, who should vote, why rights are important, and what responsibility they each have in the fight for children's rights. Students will read thoroughly the United Nations Convention of Children's Rights. They will work in groups and individually to build understanding of the UNCRC as it relates to their own lives, as well as how it presents itself in the lives of children with varying backgrounds. Students will consider methods of civic engagement, measure the effectiveness of those methods, and make recommendations for future action based on their research and individual insight.

Enduring Understandings

Social justice refers to the widely held notions of fairness and human rights that can be either denied or promoted on individual, local, national and global levels. It is only in the presence of justice that individuals can develop to their full potential and the conditions for lasting peace can exist. An understanding of these issues will enable young people to work for greater justice in their own countries and abroad.

Every child has rights and understand there is a need for children's rights

Children's rights ensure mutual respect among children but also in relation to adults, who often wield power on the behalf of children.

Essential Questions

What are rights?

What are children's rights?

What is "fair"?

What is social justice? What does social justice look like in my community?

How can I move forward the goals of social justice?

What is wealth? How is it distributed? How do methods of distribution vary globally?

Content - What will students know?

- Social justice refers to the concept of equity in the world. It is the respect of the basic rights for all human beings, without consideration of race, culture, religion, kind, physical difference, etc.
- The United Nations Convention on the Rights of the Child is a document that seeks to elevate and protect children.
- Disparity exists between classes, geographical regions, ability levels, and nations.
- Rights can be defined as those things—both material and non-material—that all are entitled to have or to do in order to live with dignity.
- Everyone has the right to take part in activities that nurture his/her full development, such as education; the practice of a religion, culture and language; freedom of expression; and opportunities to belong to associations and to have access to information.

Skills - What will students be able to do?

- To know the rights and fundamental freedoms of each person, as well as the responsibilities.
- To act to support greater equality for all and to correct injustices in order to make it possible for students to go beyond the reactions of guilt, blame, or resentment, and to lead them to actively commit themselves to promoting justice and equality.
- To recognize the differences between fundamental needs and wants or desires.
- To recognize and denounce global injustice.

Activities - How will we teach the content and skills?

- Individual, small group, and whole class discussions.
- Independent reading and research on related topics of global citizenship.
- Debate and socratic seminars, or “fish bowls”.
- Journal writing and evaluative simulations that mirror real world circumstances.

Evidence/Assessments - How will we know what students have learned?

- Students will produce several examples of thoughtful, well-researched work in the forms of their choosing.
- Students will present their work aloud in class.

Key Resources

https://s28543.pcdn.co/wp-content/uploads/sites/39/2020/08/Convention-on-the-Rights-of-the-Child-lesson.pdf

https://www.youthdoit.org/assets/Uploads/YOUTH-DO-IT-TRAINERS-Children-rights-Final.pdf

21st Century Life and Careers

9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Career Readiness, Life Literacies, & Key Skills

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Interdisciplinary Connections/Companion Standards

LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)