



**Contemporary Issues Curriculum Guide  
June 2022**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques,  
strategies, and materials as per an individual student's  
Individualized Educational Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grades 9-12  Contemporary Issues
<b>Unit Plan Title:</b>	Identity and Culture
<b>Time Frame</b>	4 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

#### **6.1 U.S. History: America in the World:**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **6.2 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 world citizens in the 21st century.

#### **6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Technology Standards**

#### **Standard 8.2 Design Thinking:**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

#### **9.4 Career Readiness, Life literacies, and Key Skills**

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

## Unit Summary

Contemporary Issues introduces students to various issues facing the world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

This unit will focus on how individuals and groups formulate their identity based upon the identity and culture unit focuses on the politics, customs, traditions, experiences and beliefs that form the basis of personal and national identity. Some of the concepts covered in this unit include the roles of gender, ethnicity, religion, political alignment, and geography play in individuals' and groups' formation of identity.

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.CivicsPI.2.a:** Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. •

**6.1.12.CivicsPI.2.b:** Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

**6.1.12.CivicsPR.2.a:** Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

**6.1.12.GeoPP.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity

**6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

**6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

**6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

**6.1.12.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

**6.1.12.CivicsPI.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**6.1.12.GeoPP.14.a:** Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

**6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

**6.1.12.HistorySE.15.a:** Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

**6.1.12.HistorySE.15.b:** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

**6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

**6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.

**6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

**6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

**6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

**6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

**6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

**6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

**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.

**6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

**6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to the global economy.

- 6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 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.
- 6.3.12.EconGE.1:** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technology has had on innovation and on society's economy, politics, and culture.
- 9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

### Essential Question(s)

- What is **identity**, and what is **culture**? How are they related?
- What are the component parts of identity and culture?
- How do identities and cultures develop?
- How do identity and culture affect people's view of the world?

### Enduring Understandings

- Identity is how an individual or group views themselves relative to others, as well as others view the individual or different groups.
- Culture is the beliefs, social forms, and material traits shared by people in a place or time as well as the shared attitudes, values, goals, and practices that characterizes a group or society.
- The values of a particular culture are both informed by and help to define identities within a society.
- Identities and cultures evolve through a process of interaction with other groups and individuals.
- People's perspectives are formed by the culture in which they reside. This may include one's religious, racial or political beliefs.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply.  
**21<sup>st</sup> Century Themes**

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

**21<sup>st</sup> Century Skills**

X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to recognize key factors of identity and culture for groups around the world
- Students will be able to compare and contrast historical events of different societies in order to understand how the basis of identity is created
- Students will be able to question how different societies interact and react to other groups outside of their own culture and identity
- Students will be able to create a portrait of their own personal identity and culture and how that informs their thinking
- Students will be able to synthesis connections between different cultural groups and find common identifiers (i.e. religion, language, etc.)
- Students will be able to discuss how identity evolves over time and what impacts that change

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

*Denote required common*

**Pre:**

In class discussion surrounding the enduring questions  
 Students will provide and discuss current events connected to the topic  
 Questioning the concepts and identifiers of each section  
 Provide students with historical examples of the enduring questions and understandings  
 K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics  
 Assessments on key terms and concepts from section  
 Oral and online discussions and debates on concepts and events discussed throughout the sections  
 DBQ

**Summative:**

Unit project which includes analyzing current events in connection with key concepts, ideas, and skills discussed in class

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

**Section 1: Identity and Culture  
 (4 weeks for full section)**

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

**Students will discuss and analyze the following questions both orally and in writing:**

- What is identity, and what is culture? How are they related?
- What are the component parts of identity and culture?
- How do identities and cultures develop?
- How do identity and culture affect people's view of the world?

**Introduction: What is identity? (2 weeks)**

Students will be able to learn and apply the following concepts formally and informally:

- Key concepts that construct our own individual identity
  - Religion, Gender, Age, Environment, Sexuality, Race, Disability, Class
- Individual vs. The Group: How does identity get constructed? What roles do each play?
- Developing an identity, and how it changes
- Can certain identities exist or not exist in different environments?
- Does identity create privilege?
- How does identity impact a person's view of the world?
  - Making a worldview assessment: do people in similar scenarios have the same identity and worldview?
- Globalization: How do changing trends in identity lead to changes in the world?
- Can identity create new push/pull factors for the world?
- The New Identity: How has the concept of identity changed throughout history?
- Build an Identity Activity

**Bridging the Gap Between Culture and Identity: (2 weeks)**

Students will be able to learn and apply the following concepts formally and informally:

- How does culture differ from identity? Does culture make a part of our identity?
- Individual vs. Group: Can culture exist outside of a group, or does it rely entirely upon a group?
  - Study the Amish and the concept of Rumspringer, as well as different cultural milestones around the world
- Can culture create privilege? Is it true privilege or is it perceived?
- Politics: Does culture and identity create policy?
  - Analyze the change in key political documents from its inception to today (i.e. The Constitution)
- What role does equality and acceptance play into culture and identity?
- How key is culture to developing our own self-identity?
- Dominant culture(s)



	<ul style="list-style-type: none"> <li>○ Study where key pockets of major religions, languages, etc. exist</li> <li>● The movement of culture activity: How can we trace culture around the world?</li> </ul>
--	---

<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
-----------------------------------	---

<b>Resources</b>
------------------

	<ul style="list-style-type: none"> <li>● Opposing Views GaleGroup, Database: <a href="http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080">http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080</a></li> <li>● JSTOR, Database: <a href="https://www.jstor.org/">https://www.jstor.org/</a></li> <li>● “Contentious Opposing Views: How to Coexist Peacefully in Tough Times”: <a href="https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1">https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1</a></li> <li>● <i>Debate Training Guide</i>: <a href="https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf">https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf</a></li> <li>● Pew Research Center (varies depending on topic): <a href="http://www.pewresearch.org/">http://www.pewresearch.org/</a></li> <li>● Ted Ed: <a href="https://ed.ted.com/">https://ed.ted.com/</a></li> <li>● Newsela (current issues in today’s society): <a href="https://newsela.com/">https://newsela.com/</a></li> <li>● The Choices Program: <a href="http://www.choices.edu/">http://www.choices.edu/</a></li> <li>● Critical Media Project: <a href="http://criticalmediaproject.org/">http://criticalmediaproject.org/</a></li> <li>● Google Earth</li> <li>● Newspaper, magazines, multimedia presentations</li> <li>● Various district databases, DVDs, and other online resources at teachers’ discretion</li> </ul>
--	---



## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grades 9-12  Contemporary Issues
<b>Unit Plan Title:</b>	Movement
<b>Time Frame</b>	4 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

#### **6.1 U.S. History: America in the World:**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **6.2 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 world citizens in the 21st century.

#### **6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Career Readiness Standards**

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### **Unit Summary**

This unit will focus on how the movement of resources, goods and people shape the economic, political and social characteristics of cultures and nations. Domestic and international policies regarding immigration, labor and human rights, demographic issues will be explored. The effects of globalization upon the relationships

between governments, private enterprise and the global citizenry will also be examined and evaluated, with an approach geared toward critical thinking and problem solving.

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.CivicsPI.2.b:** Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

**6.1.12.CivicsPR.2.a:** Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

**6.1.12.GeoPP.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity

**6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

**6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

**6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

**6.1.12.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

**6.1.12.CivicsPI.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**6.1.12.GeoPP.14.a:** Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

- 6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.HistorySE.15.a:** Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b:** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 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.
- 6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to the global economy.
- 6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 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.
- 6.3.12.EconGE.1:** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

**Essential Question(s)**

- What, how and why do people, ideas, and objects move around the world?
- What are the effects of movement on individuals, cultures and nations?

**Enduring Understandings**

- People, goods and ideas travel throughout the world for many reasons and in many ways. There is the physical movement from place to place as well as the sharing of thoughts and information digitally.
- Movement effects individuals, cultures and nations in various ways both positive and negative. The exchange of goods and ideas lead to a better understanding of others however it may also lead to a sense of losing one's identity. There can also be a spreading of disease, misinformation or prejudice between and throughout societies.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	A	<b>Creativity and Innovation</b>
X	<b>Environmental Literacy</b>	A	<b>Critical Thinking and Problem Solving</b>
X	<b>Health Literacy</b>	A	<b>Communication</b>
X	<b>Civic Literacy</b>	A	<b>Collaboration</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to identify key factors that lead to movement among people, ideas, and goods
- Students will be able to compare and contrast the styles of movement, especially the distinction between physical and digital movement
- Students will be able to follow the key steps of movement for different groups throughout history
- Students will be able to compare and contrast the positive and negative effects of movement on different groups
- Students will be able to breakdown movement on a macro and micro level (i.e. large scale movements vs. small scale movements)

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \*****Denote required common****Pre:**

In class discussion surrounding the enduring questions  
 Students will provide and discuss current events connected to the topic  
 Questioning the concepts and identifiers of each section  
 Provide students with historical examples of the enduring questions and understandings  
 K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics

Assessments on key terms and concepts from section

Oral and online discussions and debates on concepts and events discussed throughout the sections  
DBQ

**Summative:**

Unit project which includes analyzing current events in connection with key concepts, ideas, and skills discussed in class

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

**Section 2: Movement  
(4 weeks)**

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

**Introduction: What is movement? (2 weeks)**

- Classifying movement activity
  - Breaking down the movement of ideas, objects, and people
- How do we define movement in the world today?
- Understanding the push/pull factors in both a contemporary society, and through a historical perspective
  - How does food, safety, identity, and other factors draw people in and push people away?
- How does movement impact the countries being left and the countries accepting these “moved” people?
  - Study refugee groups in today’s world
- Small Scale vs. Large Scale Movement and classifying the similarities and differences

**The Impact of Movement: (2 weeks)**

- Movement and its impact on globalization
  - Does the movement of people, ideas, and objects create connections between countries? Both positive and and negative outcomes
- Compare and contrast key concepts that have moved throughout the world
  - Focus on technology (i.e. streaming, YouTube)
  - Focus on people (i.e. South American countries moving North)
  - Focus on objects (i.e. trade)
- Can society advance without movement? Debate and discuss
- Understand how groups (government, interest groups, NGOs, etc.) react to the movement of people, ideas, and objects
- Movement Analysis Assessment and Project

*Differentiation Strategies*

Textbook based on skill level

Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions  
Flexible groups based on formative assessment or student choice  
One:One conferring with teacher  
Choice of reading, when appropriate  
Differentiated checklists and rubrics (if appropriate)  
Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

## Resources

- Opposing Views GaleGroup, Database: <http://go.galegroup.com/ps/start.do?p=OVIC&u=wayn93080>
- JSTOR, Database: <https://www.jstor.org/>
- “Contentious Opposing Views: How to Coexist Peacefully in Tough Times”:  
[https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully\\_us\\_58b4c715e4b02f3f81e44ba1](https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1)
- *Debate Training Guide*:  
<https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf>
- Pew Research Center (varies depending on topic): <http://www.pewresearch.org/>
- Ted Ed: <https://ed.ted.com/>
- Newsela (current issues in today’s society): <https://newsela.com/>
- The Choices Program: <http://www.choices.edu/>
- Critical Media Project: <http://criticalmediaproject.org/>
- Google Earth
- Newspaper, magazines, multimedia presentations
- Various district databases, DVDs, and other online resources at teachers’ discretion

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grades 9-12  Contemporary Issues
<b>Unit Plan Title:</b>	Technology
<b>Time Frame</b>	4 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

#### **6.1 U.S. History: America in the World:**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **6.2 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 world citizens in the 21st century.

#### **6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

#### **Standard 9.2 Career Awareness, Exploration, Preparation and Training:**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### **Unit Summary**

This unit is focused upon examining the positive and negative effects of modern technology upon human civilization in the 21st century. The invention of the internet in the late 20th century began a revolutionary period of political, economic and social change which has yet to be fully understood. The ways modern



technology has changed and is currently changing society will be explored through examining current technological advances and any accompanying controversies.

## **Standard Number(s)**

### **Social Studies Practices**

Developing Questions and Planning Inquiry

Gathering and Evaluating Sources

Seeking Diverse Perspectives

Developing Claims and Using Evidence

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.CivicsPI.2.a:** Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. •

**6.1.12.CivicsPI.2.b:** Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

**6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

**6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

**6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

**6.1.12.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States

**6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

**6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

**6.1.12.HistorySE.15.a:** Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

**6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

**6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.

- 6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to the global economy.
- 6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.EconGE.1:** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 9.2.12.CAP.23:** Identify different ways to obtain capital for starting a business.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

### Essential Question(s)

- How has technology evolved over the course of human history?
- What are the positive and negative effects of technology on humanity?
- How has technology defined/redefined the role of the individual in society?
- What responsibilities do humans have in regard to technology and its effects on society and the environment?

### Enduring Understandings

- Technology has evolved in various ways generally in terms of making lives easier, less expensive and more efficient. This evolution has had both positive and negative consequences for humanity.
- The positive effects of technology include a safer more tolerant world as well as a more informed global populace. Technology has also aided in increasing the life expectancy and reducing both the global birth rate and poverty rate.
- The negative effects of technology often relate to the concept of [creative destruction](#) which leads to wealth inequality and a displacement of labor. The spread of misinformation as well as cultural homogeneity are also negative effects caused by technology.
- Technology has allowed an individual to become more influential and well informed as well as to be able to connect with people regardless of proximity. However, technology has also been utilized by governments to limit civil and political rights of groups or nations.
- Technology has and will continue to help solve some problems while giving rise to others. Technology is neither a tool or a weapon in and of itself, rather it is how it is utilized by people that makes it constructive or destructive.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply.

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21 <sup>st</sup> Century Themes		21 <sup>st</sup> Century Skills	
X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to understand and discuss the foundations of technology in the modern/contemporary world
- Students will be able to discuss the modern Industrial Revolution in regards to the parabola of technology as well as through analyzing the expansion of the role of technology
- Students will be able to compare and contrast the positives and negatives of technology in modern society
- Students will be able to understand the role technology plays as a problem solver and as a creator of new problems
- Students will be able to analyze major figures in technology and how they change the way people look at each other and themselves (self-identity vs. global identity)
- Students will be able to draw conclusions between the relationship of power and technology

### Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

#### Pre:

In class discussion surrounding the enduring questions  
 Students will provide and discuss current events connected to the topic  
 Questioning the concepts and identifiers of each section  
 Provide students with historical examples of the enduring questions and understandings  
 K-W-L Chart

#### Formative:

Writing prompts on current events and connected topics  
 Assessments on key terms and concepts from section  
 Oral and online discussions and debates on concepts and events discussed throughout the sections  
 DBQ

#### Summative:

Unit project which includes analyzing current events in connection with key concepts, ideas, and skills discussed in class

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

*Activities*

#### Section 3: Technology

**(4 weeks)**

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

**Introduction: What is technology? (2 weeks)**

- Analyze the technology is used today, discuss the variety that people use on a regular basis
- The New Industrial Revolution
  - Are we currently living through a new Industrial Revolution?
  - How does this change our world?
  - Compare the change of technology from 20, 15, 10, and 5 years ago
- The Parabola of Technology and understanding how the world changes
- Why do people use or need technology?
- How is technology defined in different societies?
  - Compare technology in places across the world (i.e. First World vs. Third World, Democratic vs. Autocratic Governments, Geographic Differences)
- The Next Frontier of Technology: Where will the next “breakthrough” occur?
  - Pioneers of technology in the contemporary world (positive and negative)

**The Impact of Technology: (2 weeks)**

- Do people dictate the role of technology or does technology dictate the role of people?
  - The expansion of A.I., the increases in automation, etc.
- Define technology for different groups of people in the world
- Privilege and the access to technology
- Does technology create different levels of “success” on an individual and global level?
- Technology in politics, trade, culture, identity, power, medicine
  - Does technology bring people closer together or push us further apart?
  - Who dictates what role technology plays in the world?
- Technology as an agent of globalization
- The entry level for understanding technology to be successful
- Technology movement tour and web analysis assessment

*Differentiation Strategies*

Textbook based on skill level  
Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions  
Flexible groups based on formative assessment or student choice  
One:One conferring with teacher  
Choice of reading, when appropriate  
Differentiated checklists and rubrics (if appropriate)  
Level of independence

[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

## Resources

- Opposing Views GaleGroup, Database: <http://go.galegroup.com/ps/start.do?p=OVIC&u=wayn93080>
- JSTOR, Database: <https://www.jstor.org/>
- “Contentious Opposing Views: How to Coexist Peacefully in Tough Times”:  
[https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully\\_us\\_58b4c715e4b02f3f81e44ba1](https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1)
- *Debate Training Guide*:  
<https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf>
- Pew Research Center (varies depending on topic): <http://www.pewresearch.org/>
- Ted Ed: <https://ed.ted.com/>
- Newsela (current issues in today’s society): <https://newsela.com/>
- The Choices Program: <http://www.choices.edu/>
- Critical Media Project: <http://criticalmediaproject.org/>
- Google Earth
- Newspaper, magazines, multimedia presentations
- Various district databases, DVDs, and other online resources at teachers’ discretion

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grades 9-12  Contemporary Issues
<b>Unit Plan Title:</b>	Environment
<b>Time Frame</b>	4 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

#### **6.1 U.S. History: America in the World:**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **6.2 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 world citizens in the 21st century.

#### **6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Technology Standards**

#### **Standard 8.2 Design Thinking:**

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

### **Career Readiness Standards**

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

## Anchor Companion Standards (Reading and Writing Grades 11-12)

### **Unit Summary**

This unit will focus on the impact of human activity upon the Earth. The issue of global climate change and its impact upon a vast spectrum of related issues, as well as the roles human consumption and activity have upon the environment will be examined. Long and short term solutions to environmental issues will be considered, and compared with current domestic and international policies concerned with balancing environmental protections with human needs.

### **Standard Number(s)**

#### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Action

**6.1.12.CivicsPI.2.a:** Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. •

**6.1.12.CivicsPI.2.b:** Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

**6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

**6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

**6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

**6.1.12.CivicsPI.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States

**6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

**6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

**6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

**6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.



**6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

**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.

**6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

**6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

**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.

**6.3.12.EconGE.1:** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

**6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

**6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**8.2.12.ETW.1L:** Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen produce.

**8.2.12.ETW.2:** Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

**8.2.12.ETW.3:** Identify a complex, global environmental or climate change issues, develop a systemic plan of investigation, and propose an innovative sustainable solution.

**8.2.12.ETW.4:** Research historical tensions between environmental and economic considerations as drive by human needs and wants in the development of a technological product and present the competing viewpoints.

### Career Readiness Standards

**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.CT.3:** Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

**9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately.

**9.4.12.IML.6:** Uses various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

**9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.AL.IPRET.4).

**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.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate changes effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

**Essential Question(s)**

- What are the central characteristics that allow humans to define an environment?
- How does the environment impact humanity and how has humanity molded the environment to suit human needs?
- What are the environmental consequences of human activity, and what responsibilities do humans have as “Stewards of the Earth?”

**Enduring Understandings**

- The environment can be defined as one’s physical and natural surroundings but also in terms of the social, political, and economic surroundings.
- The relationship between humanity and the environment has been both symbiotic and destructive. While humans have utilized the environment to feed, clothe and shelter themselves, they have also utilized the natural environment to construct their built environment. This has led to environmental degradation and transformation. The most important example of this is global climate change.
- Global climate change is the most daunting issue facing humanity and by definition one that requires a global, coordinated effort. Other global issues related to climate change including disease, rising average temperature, and rising sea levels also require a global/international response.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	E	<b>Creativity and Innovation</b>
X	<b>Environmental Literacy</b>	A	<b>Critical Thinking and Problem Solving</b>
	<b>Health Literacy</b>	A	<b>Communication</b>
X	<b>Civic Literacy</b>	A	<b>Collaboration</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to understand the different classifications of an environments (economic, scientific, political, cultural)
- Students will be able to compare and contrast how humanity impacts the environment, and how the environment impacts humanity
- Students will be able to understand how in the past and present humans have molded the environment to their personal/groups needs
- Students will be able to understand the concept of being a “Steward to the Environment”
- Students will be able to identify and discuss potential future concepts that could lead to conflict in the environment

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

**Denote required common**

**Pre:**

In class discussion surrounding the enduring questions  
Students will provide and discuss current events connected to the topic  
Questioning the concepts and identifiers of each section  
Provide students with historical examples of the enduring questions and understandings  
K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics  
Assessments on key terms and concepts from section  
Oral and online discussions and debates on concepts and events discussed throughout the sections  
DBQ

**Summative:**

Unit project which includes analyzing current events in connection with key concepts, ideas, and skills discussed in class

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

**Section 4: Environment  
(4 weeks)**

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects

**Introduction: The Environment (2 weeks)**

- Breakdown the concept of an environment through different lenses
  - Scientifically, Economically, Politically, Culturally
  - Small scale environments (family) vs. large scale environment (government)
- Man-made vs. Nature and the symbiotic relationship of the two concepts
- The molding of environment by humans
  - Compare and contrast data of pollution, fossil fuel use, climate change, deforestation
  - Does technology and human interference change the environment? Positives and negatives
- Historical trends: How the environment directed human development?  
How humans directed environmental development?
- Understanding how identity can build environments for groups and individuals

**Impact of Decisions on Environment: (2 weeks)**

	<ul style="list-style-type: none"> <li>● Decision Making: what is it? how do people go about it? do all decisions impact the environment around us?</li> <li>● The role of privilege in deciding the environment people live in</li> <li>● “Stewards of the Environment”: <ul style="list-style-type: none"> <li>○ What does the concept mean?</li> <li>○ Responsibility of people in the environment</li> <li>○ Consequences of decisions</li> </ul> </li> <li>● Can people effectively solve all environmental issues with no consequences? Discussion and debate on concept</li> <li>● Upcoming environmental decisions that could impact on a small and large scale <ul style="list-style-type: none"> <li>○ Topics can vary depending on current events</li> </ul> </li> <li>● Will conflict and action change based on the status of the environment? <ul style="list-style-type: none"> <li>○ Food, political power, identity, etc.</li> </ul> </li> <li>● Technology vs. the Environment <ul style="list-style-type: none"> <li>○ Coexistence vs. Conflict</li> </ul> </li> <li>● Solutions: do they create more problems that need to be solved?</li> <li>● Fix the environment project and assessment</li> </ul>
--	--

<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
--	---

**Resources**

<ul style="list-style-type: none"> <li>● Opposing Views GaleGroup, Database: <a href="http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080">http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080</a></li> <li>● JSTOR, Database: <a href="https://www.jstor.org/">https://www.jstor.org/</a></li> <li>● “Contentious Opposing Views: How to Coexist Peacefully in Tough Times”: <a href="https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1">https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1</a></li> <li>● <i>Debate Training Guide</i>: <a href="https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf">https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf</a></li> <li>● Pew Research Center (varies depending on topic): <a href="http://www.pewresearch.org/">http://www.pewresearch.org/</a></li> <li>● Ted Ed: <a href="https://ed.ted.com/">https://ed.ted.com/</a></li> <li>● Newsela (current issues in today’s society): <a href="https://newsela.com/">https://newsela.com/</a></li> <li>● The Choices Program: <a href="http://www.choices.edu/">http://www.choices.edu/</a></li> <li>● Critical Media Project: <a href="http://criticalmediaproject.org/">http://criticalmediaproject.org/</a></li> <li>● Google Earth</li> </ul>
---

- Newspaper, magazines, multimedia presentations
- Various district databases, DVDs, and other online resources at teachers' discretion

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grades 9-12  Contemporary Issues
<b>Unit Plan Title:</b>	21st Century Citizenship
<b>Time Frame</b>	2 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

#### **6.1 U.S. History: America in the World:**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **6.2 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 world citizens in the 21st century.

#### **6.3 Active Citizenship in the 21st Century:**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### **Career Readiness Standards**

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### **Unit Summary**

This unit focused upon preparing students to be responsible and successful citizens in the rapidly changing world of the 21st century. Skills needed for the respectful and effective discussion of controversial and divisive

issues will be practiced and sharpened. The legitimacy of online sources of information will be examined to help students better distinguish between truth and misinformation. Inquisitiveness and openness to new ideas and solutions will be encouraged throughout, as the class formulates an understanding of what makes a “good” global and digital citizen.

## **Standard Number(s)**

### **Social Studies Practices**

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Action

**6.1.12.CivicsPI.2.a:** Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.

**6.1.12.CivicsPI.2.b:** Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.

**6.1.12.CivicsPR.2.a:** Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

**6.1.12.GeoPP.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity

**6.1.12.HistoryUP.2.c:** Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

**6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

**6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

**6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

**6.1.12.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

**6.1.12.CivicsPI.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**6.1.12.GeoPP.14.a:** Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.



**6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

**6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

**6.1.12.HistorySE.15.a:** Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

**6.1.12.HistorySE.15.b:** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

**6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

**6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.

**6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

**6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

**6.2.12.HistoryCC.5.c:** Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

**6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

**6.2.12.HistoryCC.5.g:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

**6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

**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.

**6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

**6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to the global economy.

**6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

**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.

**6.3.12.EconGE.1:** Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

**6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

**6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**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.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

### Essential Question(s)

- How can humans communicate with each other respectfully and constructively?
- What makes an online or print source legitimate?
- How can individuals formulate effective questions?
- What is ambiguity, and how does the concept affect understanding?
- What is “digital citizenship,” and how does it relate to national & global citizenship?

### Enduring Understandings

- Globalization, global climate change and human migration are all issues that require an international response and it is vital that people all over the world are able to communicate effectively to help address these issues. The internet, social media a free and open press are all essential for this communication to occur.
- Digital and media literacy is essential in order for a person in the 21st century to be aware and informed about the issues societies face. However, with the proliferation of digital media it is more difficult to verify the validity of any given source.
- Being aware, resilient and agile are required in order to fully participate in the social/political/economic discussions of the 21st century. In making connections across various media and topics, people will be better suited to address the multitude of challenges facing humanity. “[Questions](#) have long been used to assess students’ knowledge, promote comprehension, and stimulate critical thinking. Well-crafted questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject matter.”
- Globalization has led to rapid change in most areas of society and this change has led to greater ambiguity and uncertainty on many issues. Being an agile, resilient and flexible life long learner will enable people to address this greater ambiguity.
- A global citizen in the 21st century is not only a member of their nation but of a interconnected digital society that reflects individual societies but that does not adhere to all of the same norms and standards. Being able to “live” in an online world requires the ability to decipher information for validity, create content in a responsible and productive manner and decipher what is harmful and what is useful.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

Check all that apply. <b>21<sup>st</sup> Century Themes</b>		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/>	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to compare and contrast being a citizen in the past to being a 21st century citizen
- Students will be able to formulate effective questions and discussion focused around digital literacy and sources
- Students will be able to breakdown what makes an effective citizen and the qualities/standards that they have
- Students will be able to understand how globalization impacts the citizenship of both the individual and the group
- Students will understand the role of ambiguity and responsibility for a 21st century citizen
- Students will be able to identify key traits in a national identity and a digital identity

**Assessments (Pre, Formative, Summative, Other)**  
*assessments with an \**

***Denote required common***

**Pre:**

In class discussion surrounding the enduring questions  
 Students will provide and discuss current events connected to the topic  
 Questioning the concepts and identifiers of each section  
 Provide students with historical examples of the enduring questions and understandings  
 K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics  
 Assessments on key terms and concepts from section  
 Oral and online discussions and debates on concepts and events discussed throughout the sections  
 DBQ

**Summative:**

Unit project which includes analyzing current events in connection with key concepts, ideas, and skills discussed in class

Benchmark: DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p><b>Section 4: 21st Century Citizenship (2 weeks)</b></p> <p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects</p> <p><b>Introduction: Being a Citizen (1 week)</b></p> <ul style="list-style-type: none"> <li>● The background of citizenship: qualities, goals, responsibility</li> <li>● Citizens of the past vs. Citizens of the present <ul style="list-style-type: none"> <li>○ Expectations, and qualities</li> </ul> </li> <li>● Effectively presenting arguments, and questions to individuals and groups <ul style="list-style-type: none"> <li>○ What makes a good argument and questions?</li> <li>○ Disagreement with respect</li> </ul> </li> <li>● Can citizens effectively believe in wrong information? Does that diminish their role as a citizen?</li> <li>● Ambiguity: what is it? can it help people advance as a society?</li> </ul> <p><b>Digital Citizenship (1 week)</b></p> <ul style="list-style-type: none"> <li>● What is the difference between traditional citizenship and digital citizenship?</li> <li>● Responsibility of being a digital citizen in today's world <ul style="list-style-type: none"> <li>○ Bias and identifying it in information presented</li> <li>○ Legitimacy: how to recognize it</li> </ul> </li> <li>● Digital Citizenship and becoming interconnected with a global identity and citizenship</li> <li>● Can the "digital world" replace a national identity? <ul style="list-style-type: none"> <li>○ The digital environment</li> </ul> </li> <li>● Ted talk assessment and project</li> </ul>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● Opposing Views GaleGroup, Database: <a href="http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080">http://go.galegroup.com/ps/start.do?p=OVIC&amp;u=wayn93080</a></li> <li>● JSTOR, Database: <a href="https://www.jstor.org/">https://www.jstor.org/</a></li> </ul>	

- “Contentious Opposing Views: How to Coexist Peacefully in Tough Times”:  
[https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully\\_us\\_58b4c715e4b02f3f81e44ba1](https://www.huffingtonpost.com/entry/contentious-opposing-views-how-to-co-exist-peacefully_us_58b4c715e4b02f3f81e44ba1)
- *Debate Training Guide*:  
<https://www.speechanddebate.org/wp-content/uploads/Debate-Training-Guide.pdf>
- Pew Research Center (varies depending on topic): <http://www.pewresearch.org/>
- Ted Ed: <https://ed.ted.com/>
- Newsela (current issues in today’s society): <https://newsela.com/>
- The Choices Program: <http://www.choices.edu/>
- Critical Media Project: <http://criticalmediaproject.org/>
- Google Earth
- Newspaper, magazines, multimedia presentations
- Various district databases, DVDs, and other online resources at teachers’ discretion