

# Current World Affairs

## Grades 10-12

**Prepared by:**

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*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on **Date August 22, 2022**

## Current World Affairs

### Course Description:

This course is designed to encompass contemporary developments in all fields of human knowledge. A study of contemporary affairs not only integrates the past with the present, but reveals the relationship of specific events to the larger contemporary scene.

### Course Sequence:

Teacher will *select topics* from the various units below. Each unit should take 10-13 days of class time.

Unit I: Current Events: ongoing throughout semester

Unit II: Leveling the Playing Field

Unit III: Poverty and Immigration

Unit IV: Social Awareness: The Environment: Food and Water Shortages and Natural Resources

Unit V: Social Awareness: Child Labor

Unit VI: Terrorism

Unit VII: International Criminal Court

Unit VIII: The Global Economy

### Prerequisite: None

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| <b>Unit # - Overview</b>  |
|---|
| <b>Content Area: Current World Affairs</b>  |
| <b>Unit Title: Current Events</b>   |
| <b>Grade Level: 10-12</b>   |
| <b>Core Ideas:</b><br><br>This ongoing semester unit examines and analyzes current events and how the events impact on their lives. Students used various, reputable sources on the internet, using their Chromebook. |
| <b>Unit # - Standards</b>   |
| <b>Standards (Content and Technology):</b>  |
| <b>CPI#: Statement:</b>   |
| <b>Performance Expectations (NJSL)</b>  |

|  |   |
|--|---|
| 6.2.12.Econ<br>GE .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.Civic<br>sH R.6.b                                 | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights |
| 6.2.12.Hist<br>ory CC.6.a                                | Evaluate the impact of terrorist movements on governments, individuals and societies  |
| 6.2.12.Civic<br>sH R.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.Geo<br>PP. 6.a                                    | Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use                 |
| 6.2.12.Econ<br>GE .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.Econ<br>GE .6.c:                                  | Relate the rise of the Internet and social media to global economy.   |
| 6.2.12.Civic<br>sH R.5.a                                 | Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights  |
| <b>Career Readiness, Life Literacies, and Key Skills</b> |   |
| 9.1.12.CFR.4   | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures                        |
| 9.2.12.CAP.13  | Analyze how the economic, social, and political conditions of a time period can affect the labor market   |

|   |   |
|---|---|
| 9.4.12.GCA.1                                | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |
| <b>Computer Science and Design Thinking</b> |   |
| 8.2.12.ITH.3                                | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture                                   |
| 8.2.12.ETW.4                                | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints  |
| 8.2.12.ITH.3                                | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                  |

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

**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)**

LGBTQ+

Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the

Mandate

present day.

|                |   |
|----------------|---|
| LGBTQ+ Mandate | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide |
| LGBTQ+ Mandate | Identify and compare social injustices that surround the LGBTQ+ community, past and present.              |
| Amistad/       | Explain how means of oppression change across time and culture  |

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|-------------------|---|
| Holocaust Mandate |   |
| Handicap Mandate  | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws  |
| AAPI              | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL               | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |

**Interdisciplinary Connection**

|               |  |
|---------------|--|
| MS-ESS3-4     | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.      |
| WHST.11-12.6. | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information |

**Companion Standards ELA/L**

|            |   |
|------------|---|
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Unit Essential Question(s):**

- How can I relate to the past?
- How can I identify bias in the media?
- How can I determine fact vs. opinion?
- How can I distinguish fact from fiction?

**Unit Enduring Understandings:**

- How do current events impact my life?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

Students use various digital resources including but not limited to the web, newspaper articles, news magazines and/or cable shows.

**Key Vocabulary:**

Contingent on the current event issue

**Suggested Pacing Guide**

**Lesson**

**Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Name/Topic**

**Complete**

1 To Understand the World Around Us Notes/Google Slides

1 Class Period -

Primary sources

Weekly

Articles and reading comprehension Discussion Questions

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| Students with Disabilities   | English Language Learners  | Gifted and Talented Students  | Students at Risk   | 504 Students |
|--|--|---|--|--------------|
| Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications |              |

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|--|--|--|--|--|
|  |  | Follow IEP<br>accommodations/<br>modifications | Follow IEP<br>accommodations/<br>modifications |  |
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**Unit # - Overview**

**Content Area: Current World Affairs**

**Unit Title: Leveling the Playing Field**

**Grade Level: 10-12**

**Core Ideas:**

This unit looks at the differences between First, Second and Third World nations. Students will study this political structure and determine how communication between “worlds” can end hatred.

**Unit # - Standards**

**Standards (Content and Technology):**

| CPI#: | Statement: |
|-------|------------|
|-------|------------|

**Performance Expectations (NJSL)**

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| NCSS# 2<br>Time,<br>Change<br>and<br>Continuity | NCSS# 2<br>Time, Change and Continuity<br>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.<br>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time. |
| NCSS# 3<br>People,<br>Places and<br>Environment | The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.   |

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| <p>NCSS#4<br/>Individual Development and Identity</p> | <p>Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.</p> |
| <p>NCSS#: 9<br/>Global Connections</p>                | <p>Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.</p>  |

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|----------------------------------|--|
| <p>6.2.12.Econ<br/>GE .6.b</p>   | <p>Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p>                               |
| <p>6.2.12.Civic<br/>sH R.6.b</p> | <p>Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights</p> |

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| <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> |
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| <p>9.1.12.CFR.4</p>       | <p>Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures</p>                            |
| <p>9.2.12.CAP.1<br/>3</p> | <p>Analyze how the economic, social, and political conditions of a time period can affect the labor market</p>   |
| <p>9.4.12.GCA.1</p>       | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</p> |

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| <p><b>Computer Science and Design Thinking</b></p> |
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| <p>8.2.12.ITH.3</p>      | <p>Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture</p>                                  |
| <p>8.2.12.ETW.<br/>4</p> | <p>Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints</p> |



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|--|---|
| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.  |
| 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    |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
| LGBTQ+ Mandate   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day. |
| LGBTQ+ Mandate   | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide   |
| LGBTQ+ Mandate   | Identify and compare social injustices that surround the LGBTQ+ community, past and present.  |
| Amistad/ Holocaust Mandate   | Explain how means of oppression change across time and culture  |
| Handicap Mandate   | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws  |

|                                     |   |
|-------------------------------------|---|
| AAPI                                | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL                                 | <ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b> |   |
| MS-ESS3-4                           | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.   |
| WHST.11-12.6.                       | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |

**Companion Standards ELA/L**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

|             |   |
|-------------|---|
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text                       |
| NJSLSA.W7   | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |

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| NJSLSA.W8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism |
|------------|--|

**Unit Essential Question(s):**

- How can we pull under-developed countries into this worldwide conversation?
- As you look toward your future as a global citizen, what recommendations can you make to level the playing field?
- What factors lead countries to be labeled First, Second or Third World?
- Are countries labeled according to economics? ● Are countries labeled do to culture and government issues?

**Unit Enduring Understandings:**

- As you look toward your future as global citizens, what recommendations can you make to level the playing field?

## **Evidence of Learning**

### **Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

### **Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

### **Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

### **Resources/Materials:**

Various current resources on the internet, news articles, documentaries and the United Nations web site.

### **Key Vocabulary:**

- First World Nations
- Second World Nations
- Third World Nations

## **Suggested Pacing Guide**

| <b>Lesson Name/Topic</b>                         | <b>Student Learning Objective(s) Suggested Tasks/Activities:</b>   | <b>Day(s) to Complete</b> |
|--|--|---------------------------|
| What are first, second and third world countries | <p>To understand the differences between the nations by researching, charting and discussion</p> <p style="text-align: right;">Notes/Google Slides</p> <p style="text-align: right;">Primary sources</p> <p style="text-align: right;">Articles and reading comprehension Discussion Questions</p> | 2                         |
| Relations hip s between the nations              | <p>To examine how the nations relate politically, globally, economically, etc</p> <p style="text-align: right;">Notes/Google Slides</p> <p style="text-align: right;">Primary sources</p>  | 3                         |

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|  | Articles and reading<br>comprehension Discussion<br>Questions |  |
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| Proposal         | To analyze the relationship by writing a proposal to develop a level playing field       | Notes/Google Slides<br><br>Primary sources<br><br>Articles and reading<br>comprehension Discussion<br>Questions | 4 |
| Final assessment | To evaluate the ways to develop a playing field: digital presentation, essay, powerpoint | Notes/Google Slides<br><br>Primary sources<br><br>Articles and reading<br>comprehension Discussion<br>Questions | 4 |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| Students with Disabilities              | English Language Learners               | Gifted and Talented Students            | Students at Risk                        | 504 Students                            |
|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |

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|--|--|--|--|--|
|  |  | Follow IEP<br>accommodations/<br>modifications | Follow IEP<br>accommodations/<br>modifications |  |
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| <b>Unit # - Overview</b>                   |
| <b>Content Area: Current World Affairs</b> |
| <b>Unit Title: Poverty and Immigration</b> |

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|---|---|
| <b>Grade Level: 10-12</b>   |   |
| <b>Core Ideas:</b>  |   |
| <p>This unit explores how the poverty cycle tends to repeat itself in society thus leading to urban ghettos. In today's world these ghettos tend to be inhabited by immigrants who do not have the skills, education or opportunities to better themselves.</p> |   |
| <b>Unit # - Standards</b>   |   |
| <b>Standards (Content and Technology):</b>  |   |
| <b>CPI#:</b>  | <b>Statement:</b>   |
| <b>Performance Expectations (NJSL)</b>  |   |
| NCSS# 3<br>People,<br>Places and<br>Environment<br><br>6.2.12.Geo<br>PP. 6.a<br><br>6.3.12.Hist<br>ory CA.1   | <p>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.</p> <p>Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use</p> <p>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)</p> |
| <b>Career Readiness, Life Literacies, and Key Skills</b>  |   |

|               |   |
|---------------|---|
| 9.1.12.CFR.4  | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures                            |
| 9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market   |
| 9.4.12.GCA.1  | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |

**Computer Science and Design Thinking**

|              |  |
|--------------|--|
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture                                  |
| 8.2.12.ETW.4 | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints |
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                 |

|             |  |
|-------------|--|
| 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 |
|-------------|--|

**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)**

|                |   |
|----------------|---|
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| LGBTQ+ Mandate | Identify and compare social injustices that surround the LGBTQ+ community, past and present.  |

Amistad/ Explain how means of oppression change across time and culture

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|-------------------|--|
| Holocaust Mandate |  |
| Handicap Mandate  | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws |
| AAPI              | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.   |

- SEL • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize the skills needed to establish and achieve personal and educational goals •
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Utilize positive communication and social skills to interact effectively with others

**Interdisciplinary Connection**

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

WHST.11-

Use technology, including the Internet, to produce, share, and update writing products in response 12.6.  
to ongoing feedback, including new arguments or information

**Companion Standards ELA/L**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

|            |   |
|------------|---|
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence |
|------------|---|

|             |   |
|-------------|---|
| RH.9-10.1.  | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information                    |
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| NJSLSA.W7   | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism                    |

**Unit Essential Question(s):**

- Why is the standard of living in poor communities in America higher than other nations?
- Is it possible to break the poverty cycle?

**Unit Enduring Understandings:**

- Does the history of poverty need to repeat itself?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

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- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

PBS series on immigration, the internet, Library of Congress, newspaper articles, news magazines, cable shows.

**Key Vocabulary:**

- Poverty Cycle
- Urban Ghettos

**Suggested Pacing Guide****Lesson Name/Topic****Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete**

|               |  |   |   |
|---------------|--|---|---|
| Research      | To understand the historical immigration waves in the US       | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion<br>Questions | 2 |
| Globalization | To comprehend and explain global events leading to immigration | Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion              | 5 |



|                 | Questions  |   |
|-----------------|--|---|
| Effects         | To analyze the effects of immigrations                   | 5 |
| Commonalities   | To understand that there are common reasons to immigrate | 3 |
| Characteristics | To evaluate the current reasons for immigration          | 2 |
| Legislation     | To study current legislation and policy on immigration   | 3 |
| Solutions       | To analyze ways to end poverty; thus immigration         | 5 |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

|                                   |                                  |                                     |                         |                     |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|
| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>504 Students</b> |
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| Repeat/rephrase directions as needed<br><br>Allow errors | Repeat/rephrase directions as needed<br><br>Allow errors | Repeat/rephrase directions as needed<br><br>Allow errors | Repeat/rephrase directions as needed<br><br>Allow errors | Repeat/rephrase directions as needed<br><br>Allow errors |
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| Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications | Allow extended time to answer questions<br><br>Follow IEP accommodations/modifications |
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| <b>Unit # - Overview</b>  |
| <b>Content Area: Current World Affairs</b>  |
| <b>Unit Title: Social Awareness: The Environment: Food and Water Shortages and Natural Resources</b>  |
| <b>Grade Level: 10-12</b>   |
| <p><b>Core Ideas:</b></p> <p>This unit will explore and analyze different types of environmental issues that the globe faces today. Students will look at the shortages of water and food on the global citizenry; the natural resource shortages of oil, coal and lumber; and finally a look at the environmental issue of global warming.</p> |
| <b>Unit # - Standards</b>   |
| <b>Standards (Content and Technology):</b>  |
| <b>CPI#: Statement:</b>   |
| <b>Performance Expectations (NJSL)</b>  |

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| <p>NCSS# 3<br/>People,<br/>Places and<br/>Environment</p> | <p>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.</p> |
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| <p>NCSS#7<br/>Production,<br/>Distribution<br/>and<br/>Consumption</p> | <p>People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?</p> |
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| <p>NCSS#: 8<br/>Science,<br/>Technology<br/>and Society</p> | <p>Science, and its practical application; technology, has had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.</p> |
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| <p>NCSS#: 9<br/>Global<br/>Connections</p> | <p>Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.</p> |
| <p>6.2.12.Geo<br/>PP. 6.a</p>              | <p>Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use</p>  |

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.4 Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

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| <p>9.2.12.CAP.13</p> | <p>Analyze how the economic, social, and political conditions of a time period can affect the labor market</p> |
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| <p>9.4.12.GCA.1</p> | <p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</p> |
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**Computer Science and Design Thinking**

|                     |  |
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| <p>8.2.12.ITH.3</p> | <p>Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture</p> |
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| 8.2.12.ETW.4 | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints |
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| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                            |
| 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 |

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|  | audience  |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
| LGBTQ+ Mandate   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.   |
| LGBTQ+ Mandate   | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide   |
| LGBTQ+ Mandate   | Identify and compare social injustices that surround the LGBTQ+ community, past and present.  |
| Amistad/<br>Holocaust<br>Mandate   | Explain how means of oppression change across time and culture  |
| Handicap<br>Mandate  | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws  |
| AAPI   | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.  |
| SEL  | <ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b>  |   |
| MS-ESS3-4  | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.   |

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| WHST.11-12.6.                    | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |
| <b>Companion Standards ELA/L</b> |   |
| NJSLSA.R1.                       | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA.R8.                       | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |
| RH.9-10.1.                       | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information  |
| RH.11-12.4.                      | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text   |

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| NJSLSA.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism                    |

**Unit Essential Question(s):**

- Why is it necessary for global citizens to understand the shortages of food and water?
- Will the citizen demand for natural resources deplete the global resources?

- Is there global warming?
- Are you an advocate for a certain cause?

**Unit Enduring Understandings:**

- To what extent can we predict the consequences of human alteration to the environment?

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| <ul style="list-style-type: none"> <li>● Are you able to raise the social consciousness of society on a specific issue?</li> </ul> |  |
| <b>Evidence of Learning</b>  |  |

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- Web: food and water shortages
- Natural resource documents
- Environmental websites
- Library of Congress
- Newspaper articles
- News magazines

**Key Vocabulary:**

- Natural Resources
- Climate Change
- Global Citizenry

**Suggested Pacing Guide**

| Lesson Name/Topic               | Student Learning Objective(s) Suggested Tasks/Activities:   | Day(s) to Complete |
|---------------------------------|---|--------------------|
| <b>Food and Water Shortages</b> | <p><b>To understand, then analyze the current problem of food and water shortage</b></p> <p>Notes/Google Slides</p> <p>Primary sources</p> <p>Articles and reading comprehension Discussion Questions</p> | 5                  |
| <b>Natural Resources</b>        | <p><b>To analyze why natural resources are being limited</b></p> <p>Notes/Google Slides</p> <p>Primary sources</p> <p>Articles and reading</p>  | 5                  |

|                     |   |  |   |
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|                     |   | comprehension Discussion Questions   |   |
| <b>The Environm</b> | <b>To understand, then analyze</b>      | Notes/Google Slides  | 5 |
| <b>ent</b>          | <b>current environmental issues</b>     | Primary sources<br>Articles and reading<br>comprehension Discussion<br>Questions | 5 |
| <b>Legislatio</b>   | <b>To analyze, then evaluate</b>        | Notes/Google Slides  |   |
| <b>n</b>            | <b>legislation and/or policies</b>      | Primary sources<br>Articles and reading<br>comprehension Discussion<br>Questions | 5 |
| <b>Project</b>      | <b>To analyze the topic by creating</b> | Notes/Google Slides  |   |
|                     | <b>own project</b>                      | Primary sources<br>Articles and reading comprehension                            |   |

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|  | Discussion Questions             |                                     |                         |
| <b>Teacher Notes:</b>                          |                                  |                                     |                         |
| <b>Additional Resources:</b>                   |                                  |                                     |                         |
| <b>Differentiation/Modification Strategies</b> |                                  |                                     |                         |
| <b>Students with Disabilities</b>              | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> |
|  |                                  |                                     | <b>504 Students</b>     |

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|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow errors                            | Allow errors                            | Allow extended time to answer questions |
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Allow extended time to answer questions | Allow extended time to answer questions | Follow IEP accommodations/modifications |
|   |   | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |   |

**Unit # - Overview**

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| <b>Content Area: Current World Affairs</b>   |
| <b>Unit Title: Social Awareness: Child Labor</b>   |
| <b>Grade Level: 10-12</b>  |
| <p><b>Core Ideas:</b></p> <p>This unit will explore and analyze the United Nations position on child labor. Students will study the position of cheaper goods vs. cheap labor.</p> |
| <b>Unit # - Standards</b>  |
| <b>Standards (Content and Technology):</b>   |
| <b>CPI#: Statement:</b>  |
| <b>Performance Expectations (NJSLs)</b>  |

NCSS#7  
Production, Distribution and

Consumption  
People have wants that often exceed the limited resources



available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology

in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

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| <p>NCSS#: 9<br/>Global<br/>Connections</p>  | <p>Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.</p> |
| <p>6.2.12.Econ<br/>GE .6.b:</p>   | <p>Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies</p>   |
| <p>6.3.12.Civi<br/>csP D.1</p>  | <p>Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials</p>  |
| <p><b>Career Readiness, Life Literacies, and Key Skills</b></p>   |   |
| <p>9.1.12.CFR.4 Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures</p>                            |   |
| <p>9.2.12.CAP.13 Analyze how the economic, social, and political conditions of a time period can affect the labor market</p>  |   |
| <p>9.4.12.GCA.1 Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</p> |   |
| <p><b>Computer Science and Design Thinking</b></p>  |   |
| <p>8.2.12.ITH.3</p>   | <p>Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture</p>  |
| <p>8.2.12.ETW.4</p>   | <p>Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints</p>   |
| <p>8.2.12.ITH.3</p>   | <p>Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p>   |
| <p>8.2.12.EC.3</p>  | <p>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</p>   |
| <p><b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b></p>   |   |
| <p>LGBTQ+<br/>Mandate</p>   | <p>Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.</p>  |

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| LGBTQ+ Mandate | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide |
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| LGBTQ+ Mandate | Identify and compare social injustices that surround the LGBTQ+ community, past and present. |
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| Amistad/ Holocaust Mandate | Explain how means of oppression change across time and culture |
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| Handicap Mandate | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws |
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| AAPI | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity. |
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|     |   |
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| SEL | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
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**Interdisciplinary Connection**

|           |   |
|-----------|---|
| MS-ESS3-4 | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. |
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WHST.11-  
response 12.6.

Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

**Companion Standards ELA/L**

|            |   |
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| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
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|            |   |
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| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence |
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|            |  |
|------------|--|
| RH.9-10.1. | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information |
|------------|--|

|             |   |
|-------------|---|
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text                       |
| NJSLSA.W7   | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8.  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism                    |

**Unit Essential Question(s):**

- What countries use child labor?
- What are the forms of child labor?
- How the rights of children violated are based on the Convention on the Rights of the Child?
- How can citizenry have an impact on stopping violations?
- What legal actions can governments take?

**Unit Enduring Understandings:**

- Is the demand for cheaper priced goods driving the market for child labor?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets

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- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- Articles on the web
- UN information on the Convention on the Rights of the Child
- Library of Congress
- Newspaper articles
- News magazines

**Key Vocabulary:**

- Child Labor
- Labor Market

**Suggested Pacing Guide**

| Lesson Name/Topic    | Student Learning Objective(s) Suggested Tasks/Activities:   | Day(s) to Complete |
|----------------------|---|--------------------|
| What is child labor? | To understand why countries use child labor<br><br>Notes/Google Slides<br><br>Primary sources<br>Articles and reading | 2                  |

|                |  |   |
|----------------|--|---|
|                | comprehension Discussion Questions   |   |
| Document Study | To analyze the Convention on the Rights of a Child: United Nations<br><br>Notes/Google Slides<br><br>Primary sources<br>Articles and reading<br>comprehension Discussion Questions | 3 |
| Project        | To analyze or evaluate the issue of Child Labor<br><br>Notes/Google Slides<br><br>Primary sources<br>Articles and reading<br>comprehension Discussion Questions                    | 5 |

**Teacher Notes:****Additional Resources:**

**Differentiation/Modification Strategies**

**Students with  
Disabilities**

**English  
Language  
Learners**

**Gifted and  
Talented  
Students**

**Students at Risk 504 Students**

Repeat/rephrase

Repeat/rephrase

Repeat/rephrase

Repeat/rephrase

Repeat/rephrase

directions as

directions as

directions as

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directions as

needed

needed

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Allow errors

Allow errors

Allow errors

Allow errors

Allow errors

Allow extended

Allow extended

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time to answer

time to answer

time to answer

time to answer

time to answer

questions

questions

questions

questions

questions

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| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |
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| <b>Unit # - Overview</b>                   |
| <b>Content Area: Current World Affairs</b> |
| <b>Unit Title: Terrorism</b>               |
| <b>Grade Level: 10-12</b>                  |

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| <b>Core Ideas:</b>  |   |
| This unit will explore the debate between state backed violence and illegitimate uses of violence. Students will be given information on political violence and terrorism to create an informed decision. |   |
| <b>Unit # - Standards</b>   |   |
| <b>Standards (Content and Technology):</b>  |   |
| <b>CPI#:</b>  | <b>Statement:</b>   |
| <b>Performance Expectations (NJSL)</b>  |   |
| NCSS# 3<br>People, Places and Environment   | The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships. |
| NCSS#: 9<br>Global Connections  | Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.  |
| 6.2.12.Civic<br>sH R.6.b  | Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights   |

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| 6.2.12.Econ<br>GE .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.Hist<br>ory CC.6.a                                | Evaluate the impact of terrorist movements on governments, individuals and societies  |
| 6.2.12.Civic<br>sH R.6.a                                 | Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences                      |
| <b>Career Readiness, Life Literacies, and Key Skills</b> |   |
| 9.1.12.CFR.4   | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures                            |
| 9.2.12.CAP.13  | Analyze how the economic, social, and political conditions of a time period can affect the labor market   |
| 9.4.12.GCA.1   | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |
| <b>Computer Science and Design Thinking</b>              |   |

|  |  |
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| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture                                      |
| 8.2.12.ETW.4   | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints     |
| 8.2.12.ITH.3   | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                     |
| 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 |
| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |  |

**LGBTQ+ Mandate**

Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.

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| LGBTQ+<br>Mandate | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide |
| LGBTQ+<br>Mandate | Identify and compare social injustices that surround the LGBTQ+ community, past and present.              |

|   |   |
|---|---|
| Amistad/<br>Holocaust<br>Mandate  | Explain how means of oppression change across time and culture  |
| Handicap<br>Mandate   | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws  |
| AAPI<br><br>SEL   | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.<br><br><ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b>   |   |
| MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. |   |
| WHST.11-12.6.   | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information  |

|                                  |   |
|----------------------------------|---|
| <b>Companion Standards ELA/L</b> |   |
| NJSLSA.R1.                       | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA.R8.                       | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |
| RH.9-10.1.                       | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information  |
| RH.11-12.4.                      | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text   |
| NJSLSA.W7                        | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                         |



NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Unit Essential Question(s):**

- What is a terrorist?
- What is the difference between freedom fighters and terrorist?
- What arguments can be made to condemn terrorism? ● Is there ever a time when force can be justified?

**Unit Enduring Understandings:**

- Can the actions of a state be considered terrorism?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets

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- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- Internet Research
- PBS/newshour
- Library of Congress
- Newspaper articles
- News magazines
- Thomas Friedman: *The World is Flat*

**Key Vocabulary:**

- Political Violence
- Terrorism

**Suggested Pacing Guide**

| <b>Lesson</b> | <b>Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Name/Topic Complete</b>   |
|---------------|--|
| Definition    | <p>To understand what is a terrorist? Freedom fighter?</p> <p align="center">Notes/Google Slides</p> <p align="center">Primary sources<br/>Articles and reading comprehension<br/>Discussion<br/>Questions</p> |
| Cases         | <p>To analyze cases of terrorism</p> <p align="center">Notes/Google Slides Primary sources<br/>Articles and reading comprehension<br/>Discussion<br/>Questions</p>   |
| Evaluation    | <p>To analyze or evaluate the topic of terrorism</p> <p align="center">Notes/Google Slides</p> <p align="center">Primary sources<br/>Articles and reading comprehension<br/>Discussion<br/>Questions</p>       |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>504 Students</b> |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|

|   |   |   |   |   |
|---|---|---|---|---|
| Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    | Repeat/rephrase directions as needed    |
| Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            | Allow errors                            |
| Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions | Allow extended time to answer questions |

|  |  |           |                             |  |
|--|--|-----------|-----------------------------|--|
|  |  | questions | time to answer<br>questions |  |
|--|--|-----------|-----------------------------|--|

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|   |   |   |   |   |
|---|---|---|---|---|
| Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications | Follow IEP accommodations/modifications |
|---|---|---|---|---|

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|   |   |
|---|---|
| <b>Unit # - Overview</b>  |   |
| <b>Content Area: Current World Affairs</b>  |   |
| <b>Unit Title: International Criminal Court</b>   |   |
| <b>Grade Level: 10-12</b>   |   |
| <p><b>Core Ideas:</b></p> <p>This unit will define the reasons the United Nations created the International Criminal Court and why many nations refuse to ratify the resolution. This court only has jurisdiction only in the nations who ratified the charter, so what happens to nations who defy international law. Also is the balance of power between national governments and global court a problem.</p>  |   |
| <b>Unit # - Standards</b>   |   |
| <b>Standards (Content and Technology):</b>  |   |
| <p><b>CPI#: Statement:</b></p> <p><b>Performance Expectations (NJSL)</b></p> <p>NCSS#: 9</p> <p>Global connections have intensified and accelerated the changes faced at the local, national, and Global international levels. The effects are evident in rapidly changing social, economic, and political Connections institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.</p> |   |
| 6.2.12.Econ<br>GE .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.Civic | Evaluate the effectiveness of responses by governments and international organizations to |
|--------------|---|

|                        |  |
|------------------------|--|
| sH R.6.a               | tensions resulting from ethnic, territorial, religious, and/or nationalist differences   |
| 6.3.12.Civic<br>sH R.1 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem |

**Career Readiness, Life Literacies, and Key Skills**

|               |   |
|---------------|---|
| 9.1.12.CFR.4  | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures                            |
| 9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market   |
| 9.4.12.GCA.1  | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others |

**Computer Science and Design Thinking**

|              |  |
|--------------|--|
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture                                      |
| 8.2.12.ETW.4 | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints     |
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                     |
| 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 |

**Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)**

|                                  |   |
|----------------------------------|---|
| LGBTQ+ Mandate                   | Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day. |
| LGBTQ+ Mandate                   | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide   |
| LGBTQ+ Mandate                   | Identify and compare social injustices that surround the LGBTQ+ community, past and present.  |
| Amistad/<br>Holocaust<br>Mandate | Explain how means of oppression change across time and culture  |

|                         |   |
|-------------------------|---|
| <p>Handicap Mandate</p> | <p>Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws</p> |
|-------------------------|---|

|             |   |
|-------------|---|
| <p>AAPI</p> | <p>Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.</p>   |
| <p>SEL</p>  | <ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |

**Interdisciplinary Connection**

|                      |   |
|----------------------|---|
| <p>MS-ESS3-4</p>     | <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.</p>      |
| <p>WHST.11-12.6.</p> | <p>Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information</p> |

**Companion Standards ELA/L**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

|                    |  |
|--------------------|--|
| <p>RH.11-12.4.</p> | <p>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</p>                       |
| <p>NJSLSA.W7</p>   | <p>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> |
| <p>NJSLSA.W8.</p>  | <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p>                    |

**Unit Essential Question(s):**

- What is the International Criminal Court?
- How is the Court held accountable?

**Unit Enduring Understandings:**

- What is the balance of power between the International Criminal Court and

- How is the balance of power maintained between national governments?  
the nations and the Court?
- What countries have not ratified the resolution?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing

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- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- Internet
- PBS/news hour
- Library of Congress
- Newspaper articles
- News magazines
- Thomas Friedman: *The World is Flat*

**Key Vocabulary:**

- International Criminal Court
- United Nations
- Charter

**Suggested Pacing Guide**

**Lesson**

**Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Name/Topic**

**Complete**

|                              |  |   |
|------------------------------|--|---|
| Basic Understanding          | What is the International Criminal Court? Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension Discussion Questions                        | 1 |
| Background                   | What is the background of the Court? Notes/Google Slides Primary sources<br>Articles and reading comprehension Discussion Questions                                | 2 |
| International Accountability | Who does the Court hold accountable and who holds the Court accountable<br>Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension Discussion | 3 |

|                |   |   |
|----------------|---|---|
|                | Questions   |   |
| Workings       | What is the balance of power within the Court? How does it function?<br>Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension Discussion Questions | 2 |
| End Assessment | Non ratifying positions Notes/Google Slides Primary sources<br>Articles and reading comprehension Discussion Questions  | 4 |

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

|                                   |                                  |                                     |                         |                     |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|
| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>504 Students</b> |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|

|   |   |   |   |   |
|---|---|---|---|---|
| Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions | Repeat/rephrase directions as needed<br><br>Allow errors<br><br>Allow extended time to answer questions |
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|   |
|---|
| <b>Unit # - Overview</b>  |
| <b>Content Area: Current World Affairs</b>  |
| <b>Unit Title: The Global Economy</b>   |
| <b>Grade Level: 10-12</b>   |
| <b>Core Ideas:</b><br><br>This unit will analyze the current global economic issues today. Under this unit students will comprehend and analyze |

in sourcing and outsourcing of jobs, the Euro, the World Bank, and the Asian markets.

**Unit # - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**



|   |  |
|---|--|
| NCSS#7<br>Production,<br>Distribution<br>and<br>Consumption | People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)? |
| NCSS#: 9<br>Global<br>Connections                           | Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.   |
| 6.2.12.Econ<br>GE .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.Econ<br>GE .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.Geo<br>PP. 6.a                                       | Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use  |
| 6.2.12.Econ<br>GE .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.Econ<br>GE .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.  |
| <b>Career Readiness, Life Literacies, and Key Skills</b>    |  |
| 9.1.12.CFR.4  | Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures   |
| 9.2.12.CAP.13   | Analyze how the economic, social, and political conditions of a time period can affect the labor market  |
| 9.4.12.GCA.1  | Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others  |

|   |   |
|---|---|
| <b>Computer Science and Design Thinking</b> |   |
| 8.2.12.ITH.3                                | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture |

|              |  |
|--------------|--|
| 8.2.12.ETW.4 | Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints     |
| 8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.                                     |
| 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 |

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| <b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b> |   |
|--|---|
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| LGBTQ+ Mandate   | Consider how the UN can exert its influence to protect the lives and rights of LGBTQ+ community worldwide   |
| LGBTQ+ Mandate   | Identify and compare social injustices that surround the LGBTQ+ community, past and present.  |
| Amistad/<br>Holocaust<br>Mandate   | Explain how means of oppression change across time and culture  |
| Handicap<br>Mandate  | Analyze the effectiveness of laws put in place for peoples with disabilities and the effectiveness of these laws  |
| AAPI<br><br>SEL  | Analyze the contributions of Asian-American/Pacific Islanders to cultural achievements and cultural diversity.<br><br><ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul> |
| <b>Interdisciplinary Connection</b>  |   |
| MS-ESS3-4  | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.   |

|               |  |
|---------------|--|
| WHST.11-12.6. | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information |
|---------------|--|

**Companion Standards ELA/L**

|            |   |
|------------|---|
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence   |
| RH.9-10.1. | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information  |

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Unit Essential Question(s):**

- What led the economy to become global?
- What is in-sourcing?
- What is outsourcing?
- What labor markets do each of the above create? ● How does the Euro play on the global market? ● What is the World Bank? What does it do?
- How do the Asian markets affect the global market?

**Unit Enduring Understandings:**

- The world is becoming economically global, what does that mean for the economy in the future? ● Can nations successfully isolate themselves from the global economy?

**Evidence of Learning**

**Formative Assessments:**

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

**Summative/Benchmark Assessment(s):**

- End of chapter quizzes and unit tests

**Alternative Assessments:**

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

**Resources/Materials:**

- Internet
- PBS/news hour
- Library of Congress
- Newspaper articles
- News magazines
- Thomas Friedman: *The World is Flat*

**Key Vocabulary:**

- In-Sourcing
- Outsourcing
- Euro
- World Bank

**Suggested Pacing Guide**

| Lesson Name/Topic | Student Learning Objective(s) Suggested Tasks/Activities:   | Day(s) to Complete |
|-------------------|---|--------------------|
| Global markets    | What is the global market and comprehend new components?<br><br>Notes/Google Slides<br><br>Primary sources<br>Articles and reading comprehension Discussion Questions | 3                  |
| Sourcing          | Insourcing and Outsourcing economies<br>Notes/Google Slides Primary sources<br>Articles and reading comprehension Discussion Questions                                | 2                  |

|               |  |   |
|---------------|--|---|
| Labor Markets | Analyze the new labor markets globally<br>Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion Questions | 2 |
|---------------|--|---|

|      |  |   |
|------|--|---|
| Asia | Analyze the Asian markets impact on global economics including tariffs<br>Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion Questions | 3 |
|------|--|---|

|             |   |   |
|-------------|---|---|
| Comparisons | Compare the global markets based on impact, necessity and trade<br>Notes/Google Slides<br>Primary sources<br>Articles and reading comprehension<br>Discussion Questions | 4 |
|-------------|---|---|

|            |  |   |
|------------|--|---|
| Evaluation | Evaluate a specific topic in global economy<br>Notes/Google Slides | 4 |
|            | Primary sources<br>Articles and reading comprehension              |   |

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|  |                      |  |
|--|----------------------|--|
|  | Discussion Questions |  |
|--|----------------------|--|

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

|                                   |                                  |                                     |                         |                     |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|
| <b>Students with Disabilities</b> | <b>English Language Learners</b> | <b>Gifted and Talented Students</b> | <b>Students at Risk</b> | <b>504 Students</b> |
|-----------------------------------|----------------------------------|-------------------------------------|-------------------------|---------------------|

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p> | <p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p> | <p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p> | <p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p> | <p>Repeat/rephrase directions as needed</p> <p>Allow errors</p> <p>Allow extended time to answer questions</p> <p>Follow IEP accommodations/modifications</p> |
|---|---|---|---|---|