DEPARTMENT Social Studies   COURSE Current Global Issues

Curriculum Development Timeline

School: Ocean Township High School

Course: Current Global Issues

Department: Social Studies

Board Approval	Supervisor	Notes
August 2013	Stephen Sarles	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards

DEPARTMENT Social Studies   COURSE Current Global Issues

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Sustainable Development and Climate Change	11	Status of Women
2	Sustainable Development and Climate Change	12	Status of Women
3	Water	13	Status of Women
4	Water	14	Peace and Conflict
5	Energy	15	Peace and Conflict
Week	Marking Period 2	**Week**	Marking Period 4
6	Energy	16	Peace and Conflict
7	Global Convergence of Information Technology	17	Health Issues
8	Global Convergence of Information Technology	18	Health Issues
9	The Gap Between Rich and Poor	19	Health Issues
10	The Gap Between Rich and Poor	20	Final Exams

Core Instructional & Supplemental Materials including various levels of Texts
Google Classroom, Google Earth, Google Suite, NEWSELA, *New York Times* and other newspapers, Britannica, En-ROADS Climate Change Simulation, Google Slide Presentations, United States Holocaust Memorial Museum resources, Textbook *Exploring Global Issues: Social, Economic, and Environmental Interconnections, Second Edition*

DEPARTMENT Social Studies   COURSE Current Global Issues

Time Frame	Two Weeks

Topic
Sustainable Development and Climate Change

Alignment to Standards

- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy
- **6.2.12.GeoPP.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.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Learning Objectives and Activities

Students will be able to:
- understand the causes and effects of human interaction with the environment.
- collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- Address how sustainable development can be achieved for all while addressing global climate change.

Assessments

Formative:
- Internet Research
- Graphic Organizers
- Political Cartoons

Summative:
- Group Presentations
- Debates
- Open ended questions

Benchmark:

DEPARTMENT Social Studies   COURSE Current Global Issues

- Unit Test with Essays

Alternative:
- Presentations and Projects

Interdisciplinary Connections

English:
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.3: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
    - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. Students will use Google Slides in order to synthesize and present information. Students will consider the appropriateness of the digital tool for the task.
    - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

DEPARTMENT Social Studies   COURSE Current Global Issues

Career Education
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions CRP11. Use technology to enhance productivity.

Time Frame	Two Weeks

Topic
Water

Alignment to Standards
● **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. ● **6.2.12.CivicsHR.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.

Learning Objectives and Activities
Students will be able to: ● research and determine how everyone can have sufficient clean water without conflict. ● investigate water-scarce regions around the world and methods being developed to assist them. ● analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

Assessments
Formative: ● Internet Research ● Graphic Organizers ● Political Cartoons **Summative:**

DEPARTMENT Social Studies   COURSE Current Global Issues

- Group Presentations
- Debates
- Open ended questions

Benchmark:
- Unit Test with Essays

Alternative:
- Presentations and Projects

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Technology Integration

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DEPARTMENT Social Studies   COURSE Current Global Issues

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Time Frame	Two Weeks

Topic
Energy

Alignment to Standards
6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues   **6.2.12.CivicsHR.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.

Learning Objectives and Activities
Students will be able to: - determine how growing energy demands are met safely and efficiently.   - evaluate the role of the petroleum industry in world politics, the global economy, and the environment.   - evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.   - explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gasses to the atmosphere and proximity to mountain ranges and to the ocean.

Assessments
Formative: - Internet Research   - Graphic Organizers   - Political Cartoons   **Summative:**

DEPARTMENT Social Studies   COURSE Current Global Issues

- Group PresentationsDebates
- Open ended questions

Benchmark:
- Unit Test with Essays

Alternative:
- Presentations and Projects

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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Career Education

DEPARTMENT Social Studies   COURSE Current Global Issues

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Time Frame	Two Weeks

Topic
Global Convergence of Information Technology

Alignment to Standards

- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.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.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.

Learning Objectives and Activities

Students will be able to:
- discuss how the global convergence of information and communications technologies can work for everyone.
- analyze the online resources they encounter to determine the validity of the information and the website.
- assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
- explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

Assessments

Formative:

DEPARTMENT Social Studies COURSE Current Global Issues

- Internet Research
- Graphic Organizers
- Political Cartoons

Summative:
- Group PresentationsDebates
- Open ended questions

Benchmark:
- Unit Test with Essays

Alternative:
- Presentations and Projects

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DEPARTMENT Social Studies   COURSE Current Global Issues

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Career Education
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Time Frame	Two Weeks

Topic
The Gap Between the Rich and the Poor

Alignment to Standards
● **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. ● **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Learning Objectives and Activities
Students will be able to : ● describe why ethical market economies are encouraged to help reduce the gap between rich and poor ● evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities. ● compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

Assessments
Formative: ● Internet Research ● Graphic Organizers ● Political Cartoons

DEPARTMENT Social Studies   COURSE Current Global Issues

Summative:
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- Debates
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Benchmark:
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Alternative:
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DEPARTMENT Social Studies   COURSE Current Global Issues

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Time Frame	Three Weeks
Topic	
Status of Women	
Alignment to Standards	

- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.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.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Learning Objectives and Activities

Students will be able to:
- discuss how changing the status of women helps improve the human condition.
- describe how the empowerment of women has been one of the strongest drivers of social evolution over the past century, and many argue that it is the most efficient strategy for addressing the global challenges in this chapter.
- discuss how the empowerment of women is highly accelerated by the closing gender gap in education.
- analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

DEPARTMENT Social Studies   COURSE Current Global Issues

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DEPARTMENT Social Studies   COURSE Current Global Issues

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Time Frame	Three Weeks

Topic

Peace and Conflict

Alignment to Standards

- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.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.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences

Learning Objectives and Activities

Students will be able to:
- discuss how shared values and new security strategies can reduce ethnic conflicts, terrorism, and the use of weapons of mass destruction.
- analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or

DEPARTMENT Social Studies   COURSE Current Global Issues

nationalist differences.

Assessments

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DEPARTMENT Social Studies   COURSE Current Global Issues

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Time Frame	Three Weeks

Topic

Health Issues

Alignment to Standards

- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Learning Objectives and Activities

Students will be able to:
- discuss how the threat of new and reemerging diseases and immune micro-organisms can be reduced.
- develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

DEPARTMENT Social Studies   COURSE Current Global Issues

Assessments

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Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT Social Studies   COURSE Current Global Issues

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Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

DEPARTMENT Social Studies   COURSE Current Global Issues

- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:
- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns