Department	History/Social Science	Course Title	Global Classroom	Course Code		2161
Grade Level	6-8	Short Title	Global Classroom	Grad Requirement Subject		No
Course Length	1 year	**Credits per Semester** 5	**Approved for Honors** No	**Required** No	**Elective**	Yes
Prerequisites	None					
Co-requisites	None					
Articulated with LBCC	No		Articulated with CSULB		No	
Meets UC "a-g" Requirement	No		Meets NCAA Requirement		No	
Teaching Credential(s)	Social Science					

COURSE OVERVIEW:

The purpose of the Global Classroom is to offer students the affective and cognitive skills necessary to be successful in rigorous high school and college-level courses taken in high school. Students learn about current issues in order to understand the need for international diplomacy. Students realize developments tied to globalization and thus, the importance of international organizations and the law. In this vein, students consider the purposes of intergovernmental organizations, international non-governmental organizations, non-governmental organizations, and multinational corporations. In addition, students describe the global economy and their relationship to world trade and global resource management. Students identify, explore, and evaluate the major causes of international conflict post, as well as human rights issues. Students examine international security and the use of military force as a tool for establishing and maintaining global security. Furthermore, students synthesize their learnings to write a research papers, engage in a Local Forum and create a community action project.

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for a Global Classroom. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Articulate terms important to the study of global issues such as negotiation, development, human rights, intergovernmental organization, non-governmental organization, globalization, terrorism, armament, and trade.
- Analyze current events and issues to understand the increasing interdependence of countries.
- Synthesize evidence related to the origins of international cooperation, as well as current military, economic, health, human rights and environmental issues.
- Understand current issues and problems locally and globally.
- Identify and evaluate perspectives on human rights, health solutions, free trade, military armament, international cooperation and local community problems.
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.

- Develop a greater understanding of the functions of international organizations and the abilities of the international community to cooperate.
- Analyze current conflicts and global problems for international community discussion.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to the Global Classroom.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and express varying perspectives on current issues
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason in a Local Forum.
- Develop an education and career plan aligned with personal goals.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Academic Standards:
Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details
6-8 R1: Cite specific textual evidence to support analysis of primary and secondary sources.
6-8 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6-8 R3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure
6-8 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8 R5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
6-8 R6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas
6-8 R7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8 R8: Distinguish among fact, opinion, and reasoned judgment in a text.
6-8 R9: Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity
6-8 R10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the <u>California Common Core State Standards</u>, adopted by the California State Board of Education in March, 2012

Text Types and Purposes
6-8 W1: Write arguments focused on *discipline-specific content.*
    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a formal style.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
6-8 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style and objective tone.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing
6-8 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6-8 W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.
6-8 W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge
6-8 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6-8 W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8 W9: Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing
6-8 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<u>EXPECTED INTEGRATED OUTCOMES</u>

Standards for Career Ready Practice (CR)
(From the *California Career Technical Education Model Curriculum Standards*, adopted by the California State Board of Education in January, 2013)

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-

term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

R or W-   refers to the standards for grades 6 through 8 noted in the *California Common Core State Standards* for reading and writing.

CR-   refers to the *Standards for Career Ready Practice of the CA CTE Model Curriculum Standards*.

Unit 1: What is Global Studies?

Duration: 3-4 Weeks

Description: In this introductory unit, students identify world problems and discuss the extent to which they are solvable. They analyze the origins of organizations such as the United Nations and the need for international diplomacy. Students discuss the importance of international organizations and the law. Students explain the purposes of and differences between: intergovernmental organizations (IGOs), international non-governmental organizations (INs), non-governmental organizations (NGOs), and multinational corporations (MNCs). For example, students discuss global organizations, such as the United Nations, World Trade Organization, and International Monetary Fund. Additionally, students consider the significance of regional organizations such as the African Union, Association of Southeast Asian Nations, European Union, Organization of American States, Pacific Islands Forum and the Union of South American

Nations. Moreover analyze participation in organizations with cultural identifiers including, but not limited to: Commonwealth of Nations, Arab League, Organisation Internationale de la Francophonie, Community of Portuguese Language Countries, Latin Union, Turkic Council, International Organization of Turkic Culture, Organisation of Islamic Cooperation, and Commonwealth of Independent States. While students define the role of international organizations, they consider the limitations international organizations have in affecting the decision-making of political leaders.

Required Assignments:
Students write at least one page describing the benefits and limitations of international organizations. Students are encouraged to use the resources shared during instruction, as well as include at least one additional resource.

Suggested Activities and Materials:
- Research modern world issues, including gender rights, minority rights, global warming, world health, child labor, international trade, nuclear non-proliferation, and international terrorism. Use centers to examine global problems.
  - *California World History Project.* Web. 2017.
    <http://www.equityandaccess.info/cwhpdelegates/index.html>
- Students identify global issues that are most important to them with a rationale.
  - United Nations: *Global Issues.* 2015. Web 2015.
    <http://www.un.org/en/globalissues/>
- Students explain the purposes of and differences between intergovernmental organizations (IGOs), international non-governmental organizations (INs), non-governmental organizations (NGOs), and multinational corporations (MNCs) in a Tree Map.
  - Intergovernmental Organizations. *UNESCO: United Nations Education, Scientific and Cultural Organization.* Web. 2015.
    <http://en.unesco.org/partnerships/intergovernmental_organizations>
    <http://www.investopedia.com/video/play/multinational-corporations/?no_header_alt=true>
  - International Organization. *National Geographic: Education,* 1996-2017. Web. 2017.
    <https://www.nationalgeographic.org/encyclopedia/international-organization/>
  - Nongovernmental Organizations. *UNESCO: United Nations Education, Scientific and Cultural Organization.* Web. 2015.
    <http://en.unesco.org/partnerships/non-governmental-organizations>
  - Multinational Corporation. *Investopedia,* 2015. Web. 2018.
    <https://www.investopedia.com/terms/m/multinationalcorporation.asp>
  - Types of IGOs. *Harvard Law School,* 2015. Web. 2015.
    <http://hls.harvard.edu/dept/opia/what-is-public-interest-law/public-service-practice-settings/public-international-law/types-of-igos/>
  - *Union of International Associations*, 1907-2015. Web. 2015.
    <http://www.uia.org/>
- Students describe the purpose, activities and importance of the following organizations: the African Union, Association of Southeast Asian Nations, European Union, Organization of American States, Pacific Islands Forum, the Union of South American Nations, Commonwealth of Nations, Organisation Internationale de la Francophonie, Community of Portuguese Language Countries, Latin Union, Turkic Council, Organisation of Islamic Cooperation, and Commonwealth of Independent States...
  - About Us: The Pacific Islands Forum. *The Pacific Islands Forum Secretariat.* Web. 2015.
    <http://www.forumsec.org/pages.cfm/about-us/>
  - *African Union,* 2015. Web. 2015.
    <http://www.au.int/>
  - *Association of Southeast Asian Nations,* 2015. Web. 2015.
    <http://www.asean.org/>
  - *Commonwealth of Independent States,* 2015. Web. 2015.
    <http://www.cisstat.com/eng/cis.htm>

- ○ *Community of Portuguese Language Countries,* 2015. Web. 2015.
    <http://www.cplp.org/>
  - ○ *Cooperation Council of Turkic Speaking States*. Web. 2015.
    <http://www.turkkon.org/en-US/HomePage>
  - ○ Official Website of the European Union. *European Union,* 2015. Web. 2015.
    <http://europa.eu/index_en.htm>
  - ○ Organization of American States. *National Geographic: Education,* 1996-2017. Web. 2018.
    <https://www.nationalgeographic.org/thisday/apr30/organization-american-states-established/>
  - ○ *Organisation of Islamic Cooperation*, 2017. Web. 2018.
    <https://www.oic-oci.org/home/?lan=en>
  - ○ UNASUR News, *UNASUR.* Web. 2015.
    <http://www.unasursg.org/en>
  - ○ *Union Latine*. Web. 2015.
    <http://www.unilat.org/>
  - ○ Welcome to the Internationale Organisation of la Francophonie. *Organisation Internationale de la Francophonie*. Web. 2015.
    <http://www.francophonie.org/Welcome-to-the-International.html>
  - ○ Welcome to the Commonwealth of Nations. *Commonwealth of Network, 2015. Web. 2015.*
    <http://www.commonwealthofnations.org/>
- ● Students research the influence that international organizations have governments and write about their findings.
  - ○ 70 Ways the UN Makes a Difference. *United Nations*, 2015. Web. 2018.
    <https://www.un.org/un70/en/content/70ways>
  - ○ Human Rights Activism and the Role of NGOS. *Council of Europe*, 2017. Web. 2018.
    <https://www.coe.int/en/web/compass/human-rights-activism-and-the-role-of-ngos>
  - ○ Voices for Human Rights. *United for Human Rights*, 2018. Web. 2018.
    <https://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html>

Standards Addressed:
R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; and CR 12

Unit 2: Globalization: Economics and Trade

Duration: 3-4 Weeks

Description: Students describe the global economy in terms of resources and distribution of wealth. To set the context students compare the population size, birth rate, death rate, infant mortality rate, total fertility rate, life expectancy, and age distribution in differing countries to develop an understanding of countries deemed developed, industrialized, developing or underdeveloped. In addition, there are gaps between countries deemed developed with those identified as developing. Within this context, students debate the idea of free trade and consider issues of globalization. In other words, should international entities decide how natural resources in particular should be managed? Students question the sustainability of natural and human resources without international cooperation. At the same time, students realize the increasing connectedness between nations around the world and question the development of global culture.

Required Assignments:
Students evaluate the concept of globalization. Student make their arguments orally and in writing.

Suggested Activities and Materials:
- ● Students articulate definitions of developed, industrialized, developing and underdeveloped by studying the population size, birth rate, death rate, infant mortality rate, total fertility rate, life expectancy, and age distribution of differing countries.

- Students analyze graphs about the distribution of global wealth.
  - Global Inequality. *Inequality.org: A Project of the Institute for Policy Studies.* Web. 2015. <http://inequality.org/global-inequality/>
- Students identify global patterns regarding population, birth/death rates, family planning, income, and gender gaps.
  - 2017 World Population Interactive Map. *Population Reference Bureau,* 1996-2017*.* Web. 2017. <http://www.prb.org/Publications/Datasheets/2017/2017-world-population-data-sheet.aspx>
- Students apply ideas about resources to understand why some nations are less well off than others.
  - Why are Some Nations Wealthy? *IMF Center: Public Center for Economics Education, 2005.* Web 2015. <https://www.imf.org/external/np/exr/center/students/hs/think/lesson6.pdf>
- Students define globalization and answer questions about the costs and benefits of increased economic interdependence.
  - Ten Basic Questions About Globalization. *IMF Center: Public Center for Economics Education, 2005.* Web. 2015. <https://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf>
- Students consider the responsibility of developed countries in giving economic aid to less developed countries. In addition, students hypothesize possible consequences of not giving aid to resource-deprived areas.
  - International Monetary Fund Created. *National Geographic: Education,* 1996-2017*.* Web. 2017. <https://www.nationalgeographic.org/thisday/dec27/international-monetary-fund-created/>
- Students discuss reasons for global warming.
  - Climate Change 101 with Bill Nye. *National Geographic*, 1996-2015. Web. 2017. <http://video.nationalgeographic.com/video/news/101-videos/151201-climate-change-bill-nye-news>
- Students debate the use of fossil fuels.
  - Nonrenewable Energy: Doodle Science. YouTube*.* Web. 2016. <https://www.youtube.com/watch?v=SCg81A6kwg0>
- Students question the sustainability of natural and human resources without international cooperation.
  - Climate Change: It's Real. It's Serious. And It's Up To Us To Solve It. *National Geographic*, 1996-2015. Web. 2017. <http://video.nationalgeographic.com/video/151118-climate-change-unf?source=searchvideo>
  - Frewin, C. Renewable Energy 101. *StudentEnergy*. Web. 2017. <https://www.studentenergy.org/topics/renewable-energy>
- Students understand the interconnectedness of the world and global economics.
  - The World Inside Your Shirt: The impact of a t-shirt's global journey. *The Economics of Globalization Teacher Guide*, 2014. Web. 2017. <http://www.print-this.net/TheEconomicsofGlobalization.TG/#1>
  - The World Inside Your Shirt: *The Global Citizen Issue 2: Globalization,* 2014. Web. 2017. <http://www.print-this.net/Student%20Reader2.Globalization/#6>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; CR 1; CR 2; CR 4; CR 5; CR 7; CR 8; CR 9; CR10; and CR 12.

Unit 3: Development: Child Health

Duration: 3-4 Weeks

Description: In unit three, students identify and discuss issues related to the health of children throughout the world. Students study child mortality rates, health data as well as other data that reflects the overall health of the children. Students then discuss why children face health risks and how international organization aim to solve them. Students evaluate case studies on global health issues, as well as, problems facing Americans.

Required Assignments:
Students gather data on global health and explain which issue has the greatest scope in order to choose the issue most important globally. They write at least one paragraph.

Suggested Activities and Materials:
● Examine global life expectancy issues and categorize child mortality reasons for children under the age of five.
  ○ Child Survival. *Global Concerns Classroom*, 2017. Web. 2017. *<https://gcc.concernusa.org/>*
  ○ Global Health Observatory (GHO) Data - Under-five Mortality. *World Health Organization*, 2017. Web. 2017. <http://www.who.int/gho/child_health/mortality/mortality_under_five_text/en/>
● Students read one article and summarize the health implications discussed to share with the class.
  ○ Health: Newsline. *UNICEF for every child*, 2010. Web. 2017. <https://www.unicef.org/health/index_newsline.html>
  ○ Save the Children: Global News. *Save the Children International*, 2017. Web. 2017. <https://www.savethechildren.net/news?page=1>
● Students list and discuss the evidence for improved child development.
  ○ For Every Child, Hope: UNICEF @ 70, 1946-2016. *UNICEF Publications*, 2016. Web. 2017. <https://www.unicef.org/publications/files/UNICEF_For_Every_Child_Hope_1946-2016_WEB.pdf>
● Students choose one area, for improving the life chances of children, to research and present to the class.
  ○ For Every Child: A Fair Chance: A Promise of Equity. *UNICEF: 70 Years for Every Child*, 2015. Web. 2016. <http://www.unicef.org/publications/files/For_every_child_a_fair_chance.pdf>
  ○ Global Goals Activity Guides. *Concern Active Citizenship*, 2018. Web. 2018. <https://schools.concernusa.org/resources/>
● Students identify the extent to which the problem of malnutrition is an issue and ways that the international community has tried to solve it.
  ○ Health and Nutrition. *Save the Children*, 2017. Web. 2017. <https://www.savethechildren.net/what-we-do/health-and-nutrition>
  ○ Nutrition. *UNICEF For Every Child*, 2017. Web. 2017. <https://www.unicef.org/nutrition/>
  ○ The Power of Nutrition. Web. 2016. <http://www.powerofnutrition.org/>
● Examine cases that explore the factors that are the source of the conflict over water.
  ○ Global Education. *Web 2016. Two suggested Lessons p 24-26.* <http://www.globaleducation.edu.au/verve/_resources/Alls_Well.pdf>
● Students categorize adolescent health risks and debate best solutions.
  ○ Adolescent Health. *Center for Disease Control and Prevention*, 2017. Web. 2017. <https://www.cdc.gov/nchs/fastats/adolescent-health.htm>
  ○ Adolescents Health Risks and Solutions. *World Health Organization*, 2016. Web. 2016. <http://www.who.int/mediacentre/factsheets/fs345/en/>

- ○ Adolescents: Overview. *UNICEF*, 2017. Web. 2017.
    <http://data.unicef.org/topic/adolescents/overview/>
- Students analyze data about immunizations and preventable diseases to evaluate the extent to which immunizations are necessary.
    - ○ FRONTLINE: A Very Short History of Vaccines in America. *PBS LearningMedia California*, 2017. Web. 2017.
      <https://ca.pbslearningmedia.org/resource/fl33-soc-smallpoxrevwar/very-short-history-of-vaccines-in-america/#.Wda2vmiPJhE>
    - ○ FRONTLINE: The Vaccine War | The Growing Debate Over Vaccine Safety. *PBS LearningMedia*, 2017. Web. 2017.
      <https://ca.pbslearningmedia.org/resource/frntc10.guide.vaccines/the-vaccine-war-the-growing-debate-over-vaccine-safety/#.Wda3kmiPJhE>
    - ○ Immunization, Vaccines and Biologicals. *World Health Organization*, 2017. Web. 2017.
      <http://www.who.int/immunization/diseases/en/>
    - ○ The Big Picture. *UNICEF: 70 Years for Every Child*, 2015. Web. 2016.
      <http://www.unicef.org/immunization/index_bigpicture.html>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; W1; W2; W4; W5; W6; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

Unit 4: Terrorism, Conflict and Emergencies: Humanitarian Action

Duration: 3-4 Weeks

Description: Students identify, explore, and evaluate the major causes of international conflict. In this unit, students will examine international security and the use of military force as a tool for establishing and maintaining global security as well as the international organizations who are responsible and active in geosecurity. Students examine ongoing crises in Middle East, Africa, and various other regions in the world. Lastly, students contemplate the necessity for international cooperation and the possibility for humanitarian aid during international conflict.

Required Assignments:
Students analyze disarmament and create their own position statement pertaining to the need for world disarmament by supporting their claim with evidence.

Suggested Activities and Materials:
- Students describe the purpose of the United Nations.
    - ○ What We Do. *United Nations.* Web. 2016.
      <http://www.un.org/en/sections/what-we-do/index.html>
- Students will identify, define and explain the following terms and discuss the ways that the United Nations maintains international peace and security: the Preventive Diplomacy and Mediation, Peacekeeping, Peacebuilding, Countering Terrorism and Disarmament.
    - ○ Maintain International Peace and Security. *United Nations.* Web. 2016.
      <http://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>
- Students list and discuss ways that the United Nations hopes to achieve an end to terrorism.
    - ○ United Nations Action to Counter Terrorism. *United Nations.* Web. 2016.
      <http://www.un.org/en/counterterrorism/>
- Students read the State Department's website to determine areas of conflict and define terms related to nonproliferation, security policy, arms control, negotiation, implementation, and international security.
    - ○ Diplomacy in Action: Policy Issues. *US Department of State.* Web. 2017.
      <https://www.state.gov/policy/>

- Students will analyze current global conflicts and create a list prioritizing those, which directly affect the United States economic and political interests.
  - US Passports and International Travel. *US Department of State.* Web. 2016. <https://travel.state.gov/content/passports/en/alertswarnings/worldwide-caution.html>
- Students define the work of the IAEA and explain nuclear arms issues.
  - Overview. *International Atomic Energy Agency.* Web. 2017. <https://www.iaea.org/about/overview/>
- Students will analyze disarmament and create their own position statement pertaining to the need for world disarmament.
  - United Nations: Disarmament Education. *United Nations Office for Disarmament Affairs*, 2018. Web. 2018. <https://www.un.org/disarmament/education/index.html>
- Students will analyze humanitarian issues in Syria as a case study.
  - Syrian Arab Republic. *UNICEF: For Every Child*, 2017. Web. 2017. <http://www.unicef.org/appeals/syria.html>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; CR 1; CR 2; CR 4; CR 5; CR 7; CR 8; CR 9; CR10; and CR 12.

Unit 5: Human Rights and Discrimination: Child Protection, Gender Equality, Minority Rights and Social Inclusion

Duration: 3-4 Weeks

Description: Students identify the fundamental and essential rights guaranteed to children under the International Convention on the Rights of the Child adopted on November 20, 1989. Despite the recognition of children's rights as human rights, violations persist on a global scale. Students explore child exploitation, institutional and social inequalities, and social exclusion and evaluate their impact on a global, national and local level.

Required Assignments:
Students will compare the *Convention on the Rights of the Child* to the *Bill of Rights* and identify the human rights guaranteed by each document. Students discuss similarities and differences. Students evaluate whether any of the identified rights should be guaranteed by all governments.

Suggested Activities and Materials:
- Students analyze the documents such as the *Universal Declaration of Human Rights* and the *United Nations Convention on the Prevention and Punishment of the Crime of Genocide*.
  - Convention on the Prevention and Punishment of the Crime of Genocide. *United Nations Human Rights Office of the High Commissioner*, 1996-2017. Web. 2017. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CrimeOfGenocide.aspx>
  - Eleanor Roosevelt and the Universal Declaration of Human Rights: A Lesson Plan for Middle and Upper Grades. *The Eleanor Roosevelt Papers Project.* Web. 2017. <https://www2.gwu.edu/~erpapers/teachinger/lesson-plans/er-and-udhr.cfm>
  - Universal Declaration of Human Rights. *United Nations*, 2017. Web. 2017. <http://www.un.org/en/universal-declaration-human-rights/>
- Students explore the rights of children contained within the *Convention of the Rights of Children* as adopted by the General Assembly of the United Nations.
  - United Nations High Commissioner of Refugees (UNHCR). *Convention of the Rights of Children*, 1989. Web. 2016 <http://www.unhcr.org/en-us/protection/children/50f941fe9/united-nations-convention-rights-child-crc.html>
- Students will identify the reasons why millions of children are out of school and denied an education.
  - Data to Transform Lives: Education & Literacy. *UNESCO Institute for Statistics,* 2017. Web.

2017.
<http://uis.unesco.org/>
- ○ Visualization Gallery: Education and Literacy. *UNESCO Institute for Statistics*, 2017. Web. 2017.
<http://uis.unesco.org/en/visualisations>
● Students will examine the reasons for the gaps in access to education for boys and girls.
- ○ 10 Barriers to Education Around the World. *Global Citizen*, 2014. Web. 2017.
<https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/>
- ○ Gender Equality in Education. *UNESCO Institute for Statistics*, 2017. Web. 2017.
<http://uis.unesco.org/en/topic/gender-equality-education>
- ○ Hare, Breanna. The 5 Toughest Places to be a Girl. *CNN*, 2016. Web. 2017
<http://www.cnn.com/2016/10/11/health/gender-inequality-worst-countries/index.html>
- ○ Poon, Linda. Girls Get Good Grades But Still Need Help. As For Boys…SOS! *NPR Goats and Soda*, 2017. Web. 2017.
<http://www.npr.org/sections/goatsandsoda/2015/01/29/382413365/girls-get-good-grades-but-still-need-help-as-for-boys-sos>
● Students examine the impact of war and terrorism on the lives of children by examining the lives of refugee children.
- ○ Exodus. *Frontline*, 2016. Web. 2017.
<http://www.pbs.org/wgbh/frontline/film/exodus/>
- ○ Syrian Child Refugees Work in the Fields. *PBS LearningMedia*, 2014. Web. 2017.
<https://ca.pbslearningmedia.org/resource/875aded1-3ba8-4535-b7e2-0b704eb65433/syrian-child-refugees-work-in-the-fields/#.WefL42iPJhE>
- ○ The Refugee Crisis and Human Responsibility. *Facing History and Ourselves*, 2017. Web. 2017.
<https://www.facinghistory.org/standing-up-hatred-intolerance/refugee-crisis-human-responsibility>
- ○ United Nations High Commissioner of Refugees (UNHCR). *Where the Children Sleep*, 2016. Web
<http://www.unhcr.org/en-us/news/stories/2016/6/5702c1594/where-the-children-sleep.html>
● Students will recognize and analyze the impact of human trafficking on children living in United States and in other countries.
- ○ Child Trafficking. *UNICEF United States Fund: Children First*, 2016. Web. 2017.
<https://www.unicefusa.org/sites/default/files/6-8_Child_Trafficking_MS_2016.pdf>
- ○ Human Trafficking Awareness for Educators. *National Human Trafficking Resource Center,* 2015. Web. 2016.
<https://traffickingresourcecenter.org/resources/human-trafficking-awareness-educators>
- ○ Slavery is Alive. *Free the Slaves*, 2007-2017. Web. 2017.
<https://www.freetheslaves.net/building-awareness/videos/>
● Examine the impact of Child Labor.
- ○ Child Labor in Burkina Faso Lesson Plan. *PBS LearningMedia*, 2017. Web. 2017.
<https://ca.pbslearningmedia.org/resource/18b1acb3-2be0-47ee-b102-d9e445f7a5c3/child-labor-in-burkina-faso-lesson-plan/#.WefQ_miPJhE>
- ○ Child Labor on Farms Caught on Tape. *ABC News Internet Ventures*, 2017. Web. 2017.
<http://abcnews.go.com/Blotter/video/blueberry-children-10579897>
- ○ Lah, Kyung. Life not Sweet for Philippines' Sugar Cane Child Workers. *CNN*, 2012. Web. 2017.
<http://www.cnn.com/2012/05/01/world/asia/philippines-child-labor/index.html>
- ○ Made in the USA: Child Labor & Tobacco. *Stop Child Labor The Child Labor Coalition*. Web. 2017.
<http://stopchildlabor.org/>
● Evaluate how incidents of child labor and human trafficking violate existing international laws.
- ○ Child Labor, Forced Labor & Human Trafficking. *United States Department of Labor: Bureau of International Labor Affairs*. Web. 2017.

<https://www.dol.gov/agencies/ilab/our-work/child-forced-labor-trafficking>
- ○ Child Labor and Human Trafficking Laws. *Goodweave.* Web. 2016.
  <http://www.goodweave.org/child_labor_campaign/laws>
- ○ Children's Rights: International and National Laws and Practices. *Library of Congress*, 2017. Web. 2017.
  <http://www.loc.gov/law/help/child-rights/index.php>
- ○ Verite Knowledge Portal. *Verite*, 2017. Web. 2017.
  <http://knowledge.verite.org/#/map>
- Students will learn about the history of the LGBT movement and the exclusion of LGBT people from various institutions.
  - ○ Contemporary Movements. *Teaching Tolerance*. Web. 2017.
    <https://www.tolerance.org/classroom-resources/tolerance-lessons/contemporary-movements>
  - ○ Explainer: the State of LGBT Rights Today. *World Economic Forum*, 2016. Web. 2017.
    <https://www.weforum.org/agenda/2016/01/explainer-the-state-of-lgbt-rights-today/>
  - ○ LGBT Rights. *Human Rights Watch*, 2017. Web. 2017.
    <https://www.hrw.org/topic/lgbt-rights>
  - ○ PRIDE 2016 Toolkit. *Amnesty International*, 2016. Web. 2017.
    <http://www.amnestyusa.org/pdfs/Ally_Toolkit.pdf>
  - ○ The Pursuit: 50 Years in the Fight for LGBT Rights. *PBS LearningMedia*, 2017. Web. 2017.
    <https://ca.pbslearningmedia.org/resource/whyy-the-pursuit-50-years/whyy-the-pursuit-50-years/#.WekNAWiPJhE>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; and CR 12.

Unit 6: Education and Workforce Development

Duration: 3-4 Weeks

Description: Students will examine the status of education on a national, state and local level to examine developments and issues that impact student academic success and career choices. Students engage in college and career readiness activities and lessons to foster critical thinking habits of mind. Students will learn academic skills and strategies in preparation for the academic rigor of high school coursework.

Required Assignments:
Students prepare a college and career preparedness portfolio that includes the following sections: interest/talent assessment, major/career exploration, college research and high school to college plan. Students write a minimum one paragraph self-discovery essay explaining their area of interest and/or choices for each portfolio section.

Suggested Activities and Materials:
- Students will examine data on the condition of education and work to identify trends for various groups based ethnicity, gender, educational attainment, employment and economic status
  - ○ Education. *Child Trends*, 2017. Web. 2017.
    <https://www.childtrends.org/research-topic/education/>
  - ○ Mislinkski, Jill. Trends in the Teenage Workforce Update. *Advisor Perspectives*, 2017. Web. 2017.
    <https://www.advisorperspectives.com/dshort/updates/2017/10/11/trends-in-the-teenage-workforce-update>
  - ○ The Condition of Education, *National Center for Education Statistics (NCES)*, 2016. Web. 2016.
    <http://nces.ed.gov/programs/coe/>
  - ○ Youth Employment. *Child Trends*, 2016. Web. 2017

<https://www.childtrends.org/indicators/youth-employment/>
- Students examine the education funding gaps to explore inequities that impact students at the local level.
  - Visualizing School Equity. *Teaching Tolerance A Project of the Southern Poverty Law Center,* 2016. Web. 2016.
    <http://www.tolerance.org/lesson/visualizing-school-equity>
- Students explore the LBUSD High School Choice Pathways and identify the small learning communities and/or specialized programs in preparation for the transition to high school.
  - Long Beach Unified School District: *Home – School Choice,* 2017. Web. 2017.
    <http://www.lbschools.net/Departments/School_Choice/>
- Students explore the gender gap in selecting major and career choices and the impact on future wage earnings.
  - Carmichael, Sarah G. Women Dominate College Majors That Lead to Lower-Paying Work. *Harvard Business Review,* 2017. Web. 2017.
    <https://hbr.org/2017/04/women-dominate-college-majors-that-lead-to-lower-paying-work>
  - Chamberlain, A. and Jayaraman, J. The Pipeline Problem: How College Majors Contribute to the Gender Pay Gap. *Glassdoor,* 2017. Web. 2017.
    <https://www.glassdoor.com/research/app/uploads/sites/2/2017/04/FULL-STUDY-PDF-Gender-Pay-Gap2FCollege-Major.pdf>
  - Ward, Marguerite. 15 College Majors Where Men Go on to Earn Significantly More than Women. *CNBC Make It,* 2017. Web. 2017.
    <https://www.cnbc.com/2017/04/25/15-college-majors-where-men-go-on-to-earn-more-than-women.html>
- Students explore college majors and careers by exploring areas of interests using web-based resources/mobile apps and formulate a high school and college plan.
  - Big Future. *The College Board,* 2016. Web. 2016.
    <https://bigfuture.collegeboard.org>
  - Big Future Educator Resource Center. *The College Board,* 2016. Web 2016.
    <https://bigfuture.collegeboard.org/get-started/educator-resource-center>
  - Who Do U Want 2B. College Planning. *California Community Colleges, Department of Education and State of California,* 2017. Web. 2017.
    <http://whodouwant2b.com/student/pathways>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; CR 1; CR 2; CR3; CR 4; CR 5; CR 7; CR 8; CR 9; CR10; and CR 12.

Unit 7: Research

Duration: 3-4 Weeks

Description: In this unit, students will study their community to identify local problems, select a problem to research, and take action. Students will use data from local government, business, and nonprofit entities to describe local circumstances. When possible, students will interview community members about their experiences related to a community issue. Students will use their research to write at least one-page about a problem in their community in terms of the origins of the problem, the scope of the issue and those facing the issue. Students are expected to hypothesize about possible solutions to their issue.

Required Assignment:
Students write at least one page describing one community problem. They will explain their problem in terms of the origins of the problem, the scope of the issue and those facing the issue. Students are expected to hypothesize about possible solutions to their issue.
1.   Framing the Inquiry- The student or teacher develops a question for study.
- is clear, specific, authentic and manageable
- addresses a problem that is authentic and relevant

- activity engages students in the question development stage
- students develop creativity, collaboration, communication and critical thinking skills
- students develop cognitive and civic participatory skills
2.   Investigation- The student researches to answer the question for inquiry.
- students develop or respond to compelling or supporting questions
- students apply disciplinary knowledge and concepts
- students seek out evidence from multiple sources
- students evaluate sources, analyze information or make conclusions
- students research to respond to the inquiry question
- students use technology or digital media
3.   Collaborative Conversations- Students discuss their research findings.
- students value all viewpoints
- students are civil and respectful at all times
- students prepare for academic discourse
- students demonstrates use of academic language
- students' discourse relies on evidence from multiple sources
- teacher allows time to explore a particular idea before moving to another topic
- teacher designs discussion to make all participants feel comfortable
- teachers and students use questions that propel and scaffold the conversation
4.   Communicating Conclusions-Conclusions: Students write at least one-page based upon their findings.
- students work together to collect and analyze evidence
- students may or may not reach consensus when determining conclusions
- conclusions reflect an analysis of multiple perspectives by acknowledging the strengths and weaknesses of claims and counterclaims
- students communicate clearly; language is appropriate and compelling
- students demonstrate proficient use of academic language and conventions
- are carefully constructed to influence constituencies with various perspectives
- students have the opportunity to write multiple drafts and base claims on evidence.
- papers must be formatted in accordance with a citation format.

Suggested Activities and Materials:
- Students discuss and apply tools to discover media bias and choose from competing sources.
  - Decoding Media Bias – Lesson Plan. *PBS Newshour Extra*, 2016. Web. 2017. <http://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>
  - Fake News and Teachable Moments. *Teaching Tolerance*, 2017. Web. 2017. <https://www.tolerance.org/magazine/fake-news-and-teachable-moments>
  - How Does Fake News Become News? *Teaching Tolerance*, 2017. Web. 2017. <https://www.tolerance.org/magazine/how-does-fake-news-become-news>
- As students research, they evaluate web sources.
  - All About Explorers: Everything You've Ever Wanted to Know about Every Explorer Who Ever Lived…and More! *All About Explorers*, 2006-2017. Web. 2017. <https://www.allaboutexplorers.com/>
  - Lomanno, Kari. Savvy Surfers: Website Evaluation and Media Literacy. *American Association of School Librarians*, 1996-2017. Web. 2017. <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/conferencesandevents/ecollab/lpd/SavvySurgersWebsiteEvaluationandMediaLiteracy.pdf>
- Students study their community to identify community problems.
  - Community Problem Solving. *UNESCO*, 2010. Web. 2017. <http://www.unesco.org/education/tlsf/mods/theme_d/mod27.html?panel=1#top>
  - Data USA: Long Beach, CA. *Data USA*. Web. 2017. <https://datausa.io/profile/geo/long-beach-ca/>
  - OpenLB. *Official Website of Long Beach California*. Web. 2017. <http://longbeach.gov/openlb/>

- Students use the solutions exploration chart to decide issues that are important to study in their community.
  - Exploring Community Needs. *Learning to Give*. Web. 2017. <http://www.learningtogive.org/units/getting-know-community/exploring-community-needs>
  - Module 27: Community Problem Solving. *UNESCO*, 2010. Web. 2017. <http://www.unesco.org/education/tlsf/journal/tlsf_journal.html>
- Students conduct interviews to understand experiences of community members. This websource includes K-12 lessons with guidance for interviews.
  - Interviewing Procedures. *Learning to Give*. Web. 2017. <http://www.learningtogive.org/units/doing-our-share/interviewing-procedures>
- Students research their community issues to find new solutions. While students in this Local Forum do not take country perspectives, they can use research tips from this website.
  - Researching Conference Topics. *United Nations Association for the United States of America,* 2017. Web 2016. <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/research/topic-research>

Standards Addressed: R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; CR 2; CR 5; CR10; CR11 and CR 12.

Unit 8: Local Forum: Plenary and Negotiations

Duration: 3-4 Weeks

Description: In this unit of study, students prepare for and participate in a Local Forum or Model United Nations committee meeting on local issues of study in order to deliberate on solutions to community problems. To prepare for the Local Forum, students write about Local Forum expectations and procedures in order to define terms needed to participate and write position papers. They use the information from their community problem research, to write a position paper. Students examine the parts of the conference and rules of order. At the conference, students make speeches, debate in small groups, write proposals/resolutions and vote on solutions, sharing positions in formal speeches, students caucus/meet with others to debate and deliberate on issue solutions. In teams, students write resolutions for their committees to vote upon.

Required Assignments:
Students participate in a Local Forum wherein they write position papers, debate issues, negotiate solutions, come up with resolutions and vote on solutions to local problems.

Suggested Activities and Materials:
- Students write about Local Forum expectations and procedures in order to define terms needed to participate.
  - Model UN Glossary. *United Nations Association for the United States of America,* 2017. Web 2016. <http://www.unausa.org/global-classrooms-model-un/how-to-participate/getting-started/model-un-glossary>
- Teachers plan an MUN-like conference wherein students debate solutions to local and global problems.
  - Model UN Conference Planner's Guide. *United Nations Association for the United States of America,* 2017. Web 2016. <http://www.unausa.org/global-classrooms-model-un/how-to-participate/getting-started/plan-a-model-un-conference>
- Teachers create Committees and Agenda Items, Rules of Procedure, and Delegate Handbook based upon the topics chosen by students as community problems and research procedures.
  - Substantive Information. *United Nations Association for the United States of America,* 2017.

Web 2016.
<http://www.unausa.org/global-classrooms-model-un/how-to-participate/getting-started/plan-a-model-un-conference/substantive-information>
● To prepare for the Local Forum, students write position papers. They can use the information from their community problem research, to write a position paper.
    ○ Position Paper. *United Nations Association for the United States of America,* 2017. Web 2016.
    <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/position-papers>
● To prepare for the Local Forum, students examine the parts of the conference and rules of order.
    ○ Rules of Procedure. *United Nations Association for the United States of America,* 2017. Web 2016.
    <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/rules-of-procedure>
● After sharing positions in formal speeches, students caucus/meet with others to debate and deliberate on issue solutions. In teams, students write resolutions for their committees to vote upon.
    ○ Resolutions. *United Nations Association for the United States of America,* 2017. Web 2016.
    <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

Unit 9: Becoming an Agent of Change

Duration: 3-4 Weeks

Description: This unit will allow students opportunities to consider various careers available as well as determine community service options that may lead to their area of interest. Students will explore several community based programs and activities that will encourage the development of their own school-wide and community projects. The primary goal is to assist these students with opportunities to search for employment/service learning prospects within their communities.

Required Assignments: Students create a method or system to change the community circumstance. Taking Informed Action- Students take their finding to solve a real-world problem.
● students communicate in multiple formats and inspire a variety of audiences (i.e. students, families, community members) to take informed civic action
● student action is based on an extensive inquiry for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time and place
● students apply democratic procedures to address the issue in a strategic manner to a variety of audiences
● students utilize a variety of tools and innovative formats to promote action (i.e. multi-media) presentations, petitions, online
● teachers dedicate time for students to reflect on the process and outcomes

Suggested Activities and Materials:
● Students will learn and understand the concept of being a change agent. They will then write a short paragraph on how they can be a change agent in their school.
    ○ Change Agents in Our Own Lives. *Teaching Tolerance*, 1991-2017. Web. 2017.
    <https://www.tolerance.org/classroom-resources/tolerance-lessons/change-agents-in-our-own-lives>
    ○ Stevenson, Dennis. What is a "Change Agent?" *Toolbox.com,* 2008. Web 2016.

<http://it.toolbox.com/blogs/original-thinking/what-is-a-change-agent-23764>

- ● Students will examine their community and determine how they can play an active role in being a change agent in their neighborhood. Students will develop a plan of action to address the community challenge as a service project.
  - ○ Getting Know the Community. *Learning to Give*, 2017
    <http://www.learningtogive.org/units/getting-know-community>
  - ○ The Power of Children. *Learning to Give*. Web. 2017.
    <http://www.learningtogive.org/units/power-children>
- ● Students research job/career that they will be most suited to the community involvement that the students have been affiliated.
  - ○ Career Clusters Activity. *Education Planner. EducationPlanner*, 2011. Web. 2017.
    <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>
  - ○ Torpey, Elka. Career Planning for High Schoolers. *U.S. Bureau of Statistics*, 2015. Web. 2017.
    <https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>
- ● Students will identify ways to engage in action projects that address identified local and/or global issues.
  - ○ 10 Ways to Fight Hate. *Southern Poverty Law Center (SPLC)*, 2017. Web. 2017.
    <https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>
  - ○ 10 Ways to Teach Charitable Giving this School Year. *Canadahelps.org,* 2015. Web 2016.
    <www.canadahelps.org/en/giving-life/giving-strategy/10-ways-to-teach-charitable-giving-this-school-year/>
  - ○ Free Rice 2.0, 2007. Web 2016.
    <http://freerice.com/#/english-vocabulary/1552>
  - ○ GLSEN: No Name-Calling Week Middle School (6-8) Lessons. GLSEN. Web. 2016.
    <http://www.glsen.org/nonamecallingweek/middle-school>
  - ○ UNICEF Grades 6-8 Lessons. *UNICEF Kid Power*. Web. 2017.
    <https://unicefkidpower.zendesk.com/hc/en-us/articles/115001547923-Grades-6-8-Lessons>
  - ○ The Little Letter that Could. *Learning to Give*. Web. 2017.
    <http://www.learningtogive.org/units/community-connections/little-letter-could>

Standards Addressed: R1; R2; R3; R4; R5; R6; R7; R8; R9; W7; W8; W9; W10; CR 1; CR 2; CR 3; CR 4; CR 5; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:
A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY."

COURSE MATERIALS:
See web sources above.

RESOURCES:
Documents
·   Using Formative Assessment for Differentiation   LBUSD ELA Curriculum Documents
·   CTE Standards   http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
·   ELD Standards   http://www.cde.ca.gov/sp/el/er/eldstandards.asp

District Offices
·   History Curriculum Office   (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:
Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%
   - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
   - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.

- If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2. Classwork, In-class, or Suggested Assignments 30%
   - After processing course material in notes, students create products.
   - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 30%
   - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
   - Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 30%
   - History-Social Science research reports should teach students research and critical thinking skills.
   - Students should use a variety of sources and learn how to evaluate sources for reliability.
   - Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

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Saved on L/drive, Common, Manos, Course Outlines, Global Classroom