



**Social Studies Department**  
Social Studies, Grades 10-12

**Developed By:** Amy Gewecke

**Effective Date:** Fall 2023

Scope and Sequence

Month	Unit Number	Unit Name
September		
October		
November		
December		
January	1	Unit 1 - Fundamentals of Human Rights
February	1, 2	Unit 1 - Fundamentals of Human Rights Unit 2 - Selected Human Rights Topics
March	2	Unit 2 - Selected Human Rights Topics
April	2	Unit 2 - Selected Human Rights Topics
May	2	Unit 2 - Selected Human Rights Topics
June	2	Unit 2 - Selected Human Rights Topics

## Unit 1

### Fundamentals of Human Rights

#### Summary and Rationale

The first unit will serve as an introduction to the course and set the foundational ideas that will be used throughout the class. Students will first look at the origins of the ideas surrounding the concept of human rights and be introduced to the idea of the development of human rights over time through the "three generations" of human rights. Students will then look at selected documents/legislation that exists to help uphold human rights around the world and how those ideas become law on the international level. Students will also look at organizations like the United Nations and other human rights institutions (IGOs, NGOs, etc)/frameworks that currently exist to progress and protect human rights around the world. To culminate the unit, students will look at current "case studies" of human rights to investigate the complexities of human rights in today's society.

#### Recommended Pacing

4 weeks

#### Standards

NJSLS

6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of 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.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2	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.
CCSS.ELA-LITERACY.RH.6-8.3	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).
CCSS.ELA-LITERACY.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-LITERACY.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-LITERACY.RH.6-8.6	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).
CCSS.ELA-LITERACY.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-LITERACY.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-LITERACY.W.7.1.D	Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
Identity 3 ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Identity 5 ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
Diversity 6 DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Diversity 7 DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
Diversity 8 DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Diversity 10 DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
Justice 12 JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
Justice 13 JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
Justice 15 JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Action 20 AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>

- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
- Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Governments around the world support universal human rights to varying degrees.
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Chronological sequencing serves as a tool for analyzing past and present events.

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- Why should we study human rights?
- What were/are the major beliefs and ideas that helped to develop the concept of human rights over time?
- What are the major perspectives regarding human rights?
- Are human rights a universal concept?
- Do all people share an interest in human rights, regardless of differences in culture, religion, and/or ideologies?
- How can studying human rights help to cultivate a better world?
- What institutions exist to help uphold and progress human rights?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
  
- Human rights have developed over time and are a culmination of various different ideas, philosophies, religions, and concepts.
- Human rights should be applicable to all persons around the world and are universal, indivisible, and inalienable.
- The development of human rights often comes from conflicts, discrimination, and/or inequalities in society.

**Unit Inquiry Question(s)** → Where did the concept of human rights come from and how does this concept develop over time?

**Objectives (SLO)**

Students will know:

- The development of human rights concepts occurred over time and still continue today.
- Human rights violations have occurred throughout history and are frequently the catalyst for the development of human rights.

Students will be able to:

- Identify major aspects of and connections to human rights historically and in our world today.
- Explain how different historical events and the neglect or violation of people's rights helped lead to the development of human rights concepts over time.

- The study of human rights can be broken down into “three generations” but human rights are more complex and interrelated than three categories.
- The United Nations is one of the leading developers of human rights protections and law.
- Protection and progress for human rights comes from all levels of society (grassroots, local, state, national, international, organizations, corporations, etc).
- Individual/personal actions are the core way to protect human rights.
- Human rights violations can sometimes require humanitarian intervention but intervention is not without cost.

- Evaluate a historical event that helped contribute to the development of human rights.
- Identify major documents that uphold human rights and ideals.
- Discuss how major documents that uphold human rights can be used in law.
- Explain each of the three generations of human rights.
- List examples of rights from each of the three generations.
- Critique the idea of "three generations" and explain the misunderstandings that can arise from identifying rights into "three generations".
- Describe the structure of the United Nations.
- Apply the 30 articles of the Declaration of Human Rights to various different scenarios.
- Explain the process of how declarations can become international law.
- Apply the "three generations" of human rights to a current event.
- Define humanitarian intervention.
- Describe the different types of interventions that can be used with a (or a potential) humanitarian crisis.
- Describe the Responsibility to Protect (R2P) UN mandate and the changes coming with Action for Peacekeeping (A4P).

### Assessment

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussion
- Student Presentation
- Research Project

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [Universal Declaration of Human Rights](#)
- [Human Rights Resource Center \(University of Minnesota\)](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- [United Nations](#)

- [Amnesty International](#)
- [Human Rights Watch](#)
- NHS Databases (ABC-CLIO, JSTOR, Gale Group, Infobase)
- Swank

Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:



- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 2

### Selected Human Rights Topics

### Summary and Rationale

This unit will look at a variety of different human rights topics facing our world today. Topics can include civil, political, economic, social, cultural, and/or collective/solidarity rights (first, second, and/or third generation rights) and the intersection of these rights. Topics will vary from year to year depending on current events, relevant social issues, and student interests. Students will study the selected human rights issues, the historical context from which these ideas emerged, as well as look at the selected topics in various countries around the world today. Students will also study some of the major challenges to achieving rights as well as institutions, legal frameworks, and individuals who are working to uphold or help achieve human rights. Sample topics of study: citizenship and immigration, suffrage and the right to vote, freedom of speech/expression, censorship, human trafficking, forced marriages, genocide and ethnic cleansing, apartheid, right to self-determination, poverty and economic inequality, women’s rights (education, work, healthcare and reproductive rights, etc), racial/ethnic discrimination, rights of indigenous persons, right to privacy, security and terrorism, LGBTQ+ rights, rights of persons with disabilities, environmental rights.

### Recommended Pacing

14 weeks

### Standards

NJSLS

6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession,

	taxation, deficit spending, employment, education).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
6.2.12.HistoryCC.5.f	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.2.12.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.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.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.
6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
6.3.12.CivicsHR.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.
CCSS-ELA - Literacy in History/Social Sciences	
CCSS.ELA-LITERACY.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.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 (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-LITERACY.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable)	
Identity 3 ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Identity 4 ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
Diversity 6 DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Diversity 8 DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Diversity 9 DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Diversity 10 DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
Justice 11 JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
Justice 12 JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.

Justice 13 JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
Justice 14 JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
Justice 15 JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Action 16 AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Action 17 AC.9-12.17	I take responsibility for standing up to exclusion, prejudice and injustice.
Action 18 AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Action 19 AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.
Action 20 AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

### Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> <li>● Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>● Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li> <li>● Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> <li>● Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> </ul>



- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Governments around the world support universal human rights to varying degrees.
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Geographic representations display cultural and environmental spatial patterns.
- Geographic data can be used to analyze spatial patterns.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Spatial patterns and population movements impact climate, land use, and other environmental factors.

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- What is the history and current status of civil and political rights?
- What is the history and current status of economic, social, and cultural rights?
- What is the history and current status of collective/solidarity rights?
- What frameworks and institutions exist today that help to protect human rights?
- What can individuals, governments, and institutions do to help uphold human rights?

- Environmental and cultural characteristics of a place or region influence spatial patterns.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Changes in the environmental and cultural characteristics of a place or region influence spatial patterns.
- Resources impact what is produced and employment opportunities.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
- Incentives influence choices which result in policy changes.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).
- Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
- The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Incentives influence what is distributed and produced in a market system.
- Multiple economic indicators are used to measure the health of an economy.
- Governments and financial institutions influence monetary and fiscal policies.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Global economic activities involve decisions based on national interests, the exchange of

different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- There are multiple and complex causes and effects of historical events.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Complex interacting factors influence people's perspective.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
  
- Human rights have developed over time and are a culmination of various different ideas, philosophies, religions, and concepts.
- Human rights should be applicable to all persons around the world and are universal, indivisible, and inalienable.
- The development of human rights often comes from conflicts, discrimination, and/or inequalities in society.
- The development and progress of human rights requires action from all members of society - from individuals and groups to the local, national, and international levels.

**Unit Inquiry Question(s)** → What human rights challenges exist in the world today?

[Any remaining inquiry questions will be developed by the students based on interest.]

**Objectives (SLO)**

Students will know:

- Many human rights challenges and violations are occurring throughout the world today and no country is immune from human rights violations.
- Human rights violations of similar nature will still look different in different countries and can be unique to different locations.
- Human rights issues are complex topics that are frequently interconnected with other human rights challenges.
- Changes and improvements to human rights comes from multiple levels of society: personal, local/state/national levels of government, international institutions, corporations, and NGOs and IGOs.
- How to apply discipline-specific concepts, ideas, and terms to the various topics being studied.

Students will be able to:

- Identify ways that they can participate in the efforts to improve human rights around the world.
- Plan actions that can be taken on a personal and local level which can contribute to the improvement and upholding of people’s rights.
- Describe current and historical events from multiple perspectives.
- Evaluate current human rights topics using evidence drawn from primary and secondary sources.
- Demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Apply appropriate primary and secondary sources.
- Assess the reliability of sources and evaluate their content.
- Research various different human rights topics and apply discipline-specific concepts, ideas, and terms.
- Develop inquiry and sub-inquiry questions for topics of study.

**Assessment**

- Tests/Quizzes
- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussion
- Student Presentation
- Research Projects

**Suggested Documents, Resources, & Technology Tools**

Documents (Please provide embedded links to documents):

- [Universal Declaration of Human Rights](#)

Resources (ie - DBQ Project or specific textbooks or databases):

- [United Nations](#)
- [Amnesty International](#)
- [Human Rights Watch](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)
- [Human Rights Lesson Plans \(Montclair State University\)](#)

- NHS Databases (ABC-CLIO, JSTOR, Gale Group, Infobase)
- Swank

Technology Tools:

- Chromebooks
- LCD Projectors

## Modifications

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

General Modifications for students struggling to learn:

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL:

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504/Special Education -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments

- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>