



Grade 7 - Unit 1 - The Challenge of Global Citizenship

Unit Focus

"What does it mean to be a global citizen in an increasingly interconnected 21st century world?"

The entire Grade 7 social studies course is framed by this challenge, introducing students to an exploration of natural rights and responsibilities of global citizenship. To start this work, this unit invites students to explore global organizations such as the United Nations, as well as other non-governmental organizations dedicated to improving understanding of different beliefs, allowing for all people to settle in a safe environment, and opening economic opportunities for all. The class will practice collective intelligence to develop a common understanding of their mission as global citizens, to explore what actions are required to improve the human condition, and to further their understanding of how to create more equitable opportunities for all of the world's people living in one large community.

Embedded throughout are the teaching of key reading and notetaking skills required in the research process that students will draw upon throughout the course. The unit will culminate in a performance task in which students are asked to apply their understandings of global citizenship to create a product designed to inspire others to action.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
C3 Framework for Social Studies State Standards <i>Social Studies: 7</i> 921591 Dimension 1. Developing Questions & PLANNING INQUIRIES • 921592 Constructing Compelling Questions 921603 Dimension 2. Applying Disciplinary Concepts & TOOLS 921670 HISTORY 921671 Change, Continuity, and Context 921672 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. 921676 Perspectives 921677 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. 921681 Historical Sources and Evidence 921682 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. 921694 Dimension 3. Evaluating Sources & USING EVIDENCE 921695 Gathering and Evaluating Sources 921696 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D3.1.6-8. Gather relevant information from multiple sources while using	T1 Understand roles in communities and how to propose and/or create change in communities based on important issues.	T2 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation	Q1 What are the basic rights of all people? Q2 What does it really mean to have equal rights?
	U2 Human beings have basic needs and natural rights	Q3 How are natural rights understood, interpreted, and applied throughout place and time?
	U3 Humans impact and are influenced by their environment.	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 Universal/Basic Human Rights	S1 Note-Taking Strategies (Boxes and Bullets)	
K2 Mission and vision of various global organizations and the United Nations, including the establishment and	S2 Close Reading	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

921699 Developing Claims and Using Evidence
921700 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

921703 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION
921704 Communicating Conclusions
921705 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

921713 Taking Informed Action
921714 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Student Growth and Development 21st Century Capacities Matrix
Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Global Thinking

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.

governing bodies within the UN

K3 Vocabulary: Natural/Guaranteed/Human Rights, Globalization, Global Citizenship, World Health Organization, United Nations, UNICEF, Member States, ethnicity, culture, race, nation, state, country, stereotypes, acceptance vs. tolerance

S3 Identifying Text Structure (Narration, description, compare and contrast, Cause and Effect, main ideas, details, etc.)

S4 Identifying Point-of-View, Bias, Perspective

S5 Using evidence to support a claim

S6 Using EasyBib to cite sources