

# PENDING BOE APPROVAL - Global Issues Unit 1

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Course Pacing Guide

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This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
Human Behavior, Culture and Identity	1	10
Modern Religious Conflicts	2	10
Economic Systems and Political Revolutions	3	10
Colonization and Liberation Ideologies	4	10

## Unit Overview

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Students will examine and evaluate the general characteristics of culture, community and personal identity. Students will analyze case studies that focus on human behavior and the development of different world cultures.

## **Enduring Understandings**

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1. Students will define community as it relates to the individual.
2. Students will connect the questioning of an individual's identity in real life situations.
3. Students will understand and distinguish between the concepts of bias, prejudice, stereotyping, generalizing, discrimination and racism.
4. Students will evaluate historical events with formative and summative assessments.

## **Essential Questions**

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1. What things affect me as an individual in society?
2. How do social forces affect my community?
3. How does the perception of myself affect the way I view other people?
4. What social forces foster intolerance?
5. How do intolerant feelings lead to discrimination?
6. To what extent has technology in the digital age transformed culture across the globe?
7. Why has recent human migration occurred, and what effect has it had on people across the globe?
8. What were conditions like for Indigenous peoples living under imperial rule?
9. How did transformation of the 19th century shape the experience of different social groups?

## **New Jersey Student Learning Standards (No CCS)**

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SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

## **Amistad Integration**

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### **Purpose:**

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

1. Human Behavior Readings and Quotes that relate to and combat the ideas that lead to discrimination, institutionalized racism and slavery.

The Bear that Wasn't, We and They, Susie Phipps, Eye of the Storm, The Bad Samaritan, Little Things are Big, etc.

2. Institutionalized Racism and its Effects - examples given in Australia, Africa, Latin America, India, Tibet

3. Reactions against slavery and Institutionalized Racism

4. Reactions against global slave networks

5. Consequences of the Atlantic Slave Trade in North America, the Caribbean and Latin America

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

## **Holocaust/Genocide Education**

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Instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

1. Apply the United Nation's definition of genocide to different eras and world events throughout the year.

2. Examine and evaluate the ADL Pyramid of Hate

3. Understand how genocide gradually develops phase by phase relating to thoughts, actions, behaviors and the targeting of certain groups of people

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

## **Interdisciplinary Connections**

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In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.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.

## **Technology Standards**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS4	The influence of technology on history.

## **21st Century Themes/Careers**

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Students will understand how different world and regional events have been at the forefront of political, social, economic, cultural, and technological changes that have generational consequences. These consequences and long term ripple effects can be seen as both positive and negative on the environment,

people, and global communities.

Students will demonstrate 21st Century skills through the use of fact driven research, cooperative learning environments, and independent interests to enhance their communicative and critical thinking abilities.

Students will achieve these goals by studying the role of various political, social, religious, racial, and gender identities through the study of general human behavior characteristics, a survey of world religions, religious and political conflict in the Middle East, Ireland, Russia and China and the effects of the colonial period in Africa, Asia and Latin America.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Financial Literacy Integration**

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1. Students will discuss and evaluate the economic impact of different labor systems around the world.
2. Students will evaluate different economic and political systems implemented in different world regions throughout human history.
3. Students will identify potential successes and failures associated with each system in theory and in practice.

SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.CS1	The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

## **Instructional Strategies & Learning Activities**

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1. Primary source analysis
2. Culture definitions/terms activity
3. Facing History and Ourselves Primary and Secondary Sources related to Human Behavior and Culture
4. Ideal Community - Big Paper
5. Annotation skills of primary and secondary sources
6. Video Analysis and Discussion: The Bad Samaritan, The Eye of the Storm, The Lunch Date, Rabbit Proof Fence
7. Readings: Little Things Are Big, The Bear That Wasn't
8. Nuclear and Extended Family Comparative Analysis
9. Journaling
10. Guided informal debate on Social Forces and their impact on identity
11. Notes on the colonization of Australia and the Stolen Generations
12. Globalized Pop Culture, Inquiry Journal p. 217, secondary source
13. Europe and the Migrants, Inquiry Journal p. 203, secondary source
14. Diffusion of rap music
15. Simone Biles and post-Olympic identity
16. Gender identity and expression and flags
17. Geno's Steaks Case Study
18. Rwandan Case Study: dehumanization
19. Song Analysis: Indigenous rappers in Australia

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- Debate
- LMS use - Canvas, etc.
- Game-Based Learning
- Grouping
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

## **Formative Assessments**

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- Weekly homework assignments (readings, reading checks, notes, and textbook questions) that align with the textbook sections and class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing and research assignments (charts, maps, and presentations)
- Introductory Activities and Journal Responses to promote class discussion
- In-class reviews - individual, group, student led (promethean board), online review tools (kahoot, etc.)

## **Summative Assessment**

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Each of our main units will be assessed in various ways. They will range from traditional to non traditional. Multiple choice/ T-F/Matching/Short and longer answers will be utilized in the traditional assessment(s). Units not tested traditionally will be assessed via an essay or presentation/project on a particular aspect of important and relevant historical events or historical figures. Each unit usually features a film or documentary that will be assessed as well.

## **Benchmark Assessments**

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Monitoring writing progress by including at least one writing assignment per unit.

## **Alternate Assessments**

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- Provide visual aids

- Allow as much time as needed to complete tests/quizzes
- Take-home tests/quizzes
- Provide a vocabulary list with definitions
- Have test materials read to students
- Allow open note tests/quizzes
- Use a pass-fail system
- Allow for re-take for a better grade
- Visit a historical site and present
- Give directions in small steps
- Divide tests into shorter sections
- Use larger font on tests/quizzes

## **Resources & Technology**

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Examples of Technology:

One on One Chromebooks

Promethean Boards

Projectors

Examples of Resources:

PBS

Library of Congress

BBC

United Nations website

Population Reference Bureau

Our World in Data

Digital History in the Classroom and Beyond

Historical Thinking for the 21st Century

The Power of Place

Gapminder

Google Earth

Esri/GPS/GIS technological platforms



Kahoot Reviews

Amnesty International

Rabbit Proof Fence

One Day in September

Death in Gaza

Last of the Czars

Cry Freedom

Gandhi

The Motorcycle Diaries

## **BOE Approved Texts**

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World History: Modern Times, McGraw-Hill

The Individual and Society by Seth Friedlander

Australia: Prehistoric to Modern by Seth Friedlander

World Cultures, A Global Mosaic

## **Closure**

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.

- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.

- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## 504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking