

# PENDING BOE APPROVAL - Global Issues Unit 2

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 analyze the core beliefs and practices of the ~~five most practiced religions in the world~~ **Abrahamic Religions**. Connections will be made between ~~Hinduism, Buddhism,~~ Judaism, Christianity and Islam that will relate to future units of study. Students will then analyze the historical events and current context of the religious conflicts that have plagued the Middle East and Northern Ireland.

## **Enduring Understandings**

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1. Students will understand and respect the fundamental similarities and differences between cultures and religious groups across world regions.
- ~~2. Students will connect the common history between Hinduism and Buddhism and Judaism, Christianity and Islam.~~
2. Students will be able to identify and describe the core beliefs and customs of Judaism, Christianity, and Islam.
3. Students will evaluate the historical events and context surrounding the Modern Religious Conflicts of Northern Ireland and the Middle East.
4. Students will analyze religion and history with formative and summative assessments.

## **Essential Questions**

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1. How does religion relate to the concepts of culture and community across world regions?
2. How do the origins of different religious groups affect their identity and attachment to sacred places and sacred spaces?
3. What major political and religious events contributed to the development of religious conflict in the Middle East involving Jewish, Christian and Muslim communities?
4. What major political and religious events contributed to the development of religious conflict in Northern Ireland involving Protestant, Catholic, Irish and British communities?
5. What were the reactions to the new ideologies of nationalism and liberalism?
6. How did European Jews contend with Nazi policy towards them?
7. What was the era of independence like for people in the Middle East?
8. How did the Reformation change people's understanding of what it meant to be Christian?

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.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.12	Civics, Government, and Human Rights
SOC.6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.C.1	Economics, Innovation, and Technology
SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.B.2	Geography, People, and the Environment
SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

## 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. Religious readings and historical sources related to both MRCs will bear witness to discrimination, institutionalized racism, forced labor and segregation across all world regions. Historical and modern examples will include events relating to Africa, the Sinai Peninsula and the Middle East.
2. Classes will understand and analyze the short term and long term consequences of the spread of religions like Christianity and Islam through Europe, Africa and the Middle East.

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1	Civics, Government, and Human Rights
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.

SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

## **Holocaust/Genocide Education**

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We will implement the following concepts, materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

1. Discussion of the persecution of Tibetan Buddhists and the Dalai Lama by the Chinese government since the 1950s.
2. Evaluation of historical religious events and times of conflict - the Crusades, the Reformation, Partition in India, the Irish Civil War, influence of groups like the IRA and the PLO.
3. Discussion of the effects of World War I, the Balfour Declaration, World War II and the Holocaust on the Jewish Diaspora and the creation of Israel.
4. Discuss the policies of institutionalized hatred and racism that targeted different ethnic/religious groups in the UK, and the Middle East - Irish Penal Laws, the Troubles, internment without trial, Arab opposition to Israel, Palesitine as an occupied territory, etc.

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.RI.11-12	Reading Informational Text
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).

## 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.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
TECH.8.2.12.D.CS2	Use and maintain technological products and systems.

## 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.

## 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.
4. Students will identify and analyze the role that religion and land ownership play in affecting economics and political decisions.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

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.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

## **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 Religion
4. Spiritual vs Religious - Big Paper
5. Annotation skills of primary and secondary sources
6. Video Analysis and Discussion: UN and Nat Geo Religion Profiles, Conflict Documentaries, The Boxer, One Day in September, Death in Gaza
7. Crusades, Reformation, ~~China/Tibet Comparative Analysis~~
8. Journaling
9. Guided debates and discussions on MRC #1 adn MRC #2
10. Protest Songs and Poem analysis related to Palestine and Northern Ireland
11. Accel: scaffolded DBQs
12. Small group debate about the Peace Process in Northern Ireland
13. Contending with Nationalism and Liberalism Inquiry Journal p. 81-82
14. Immigration: Trying to Find a Way out, Inquiry Journal p. 148 (primary source from a European Jew)
15. Developments During the Era of Independence Inquiry Journal p. 161-162
16. Protestant Confession of Faith, Inquiry Journal p. 120 (primary source)
17. Reformation Art Analysis, Inquiry Journal p. 23 (statue)

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **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

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## **BOE Approved Texts**

World History: Modern Times, McGraw-Hill (2023)

Irish History: Prehistoric to Modern by Seth Friedlander

## 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 . . .)"

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

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## **Special Education**

- 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

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## At Risk

- 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