

# PENDING BOE APPROVAL - Global Issues Unit 3

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 economic theories of capitalism and communism. Other political and economic systems will be discussed in context. Students will assess the historical implications of communism in Russia and China.

## Enduring Understandings

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1. Students will be able to define capitalism and communism and give historical examples of each.
2. Students will be able to discuss the pros and cons of capitalism and communism.
3. Students will be able to analyze the differences of communism in theory and in practice.
4. Students will be able to explain how conditions in Russia and China at the turn of the 20th century contributed to the rise of communism in both countries.
5. Students will be able to explain how communism affected the people of Russia and China throughout the 20th century.
6. Students will be able to explain how and why communism collapsed in Russia and the state of communism in China today.

## Essential Questions

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1. What different theories exist for organizing a national economy, and what are examples of each of those theories?
2. What are the benefits of a capitalist system? What are the detriments of a capitalist system?
3. How did conditions in 19th century Europe inspire Karl Marx and Friedrich Engels to write *The Communist Manifesto*? What did they predict about human society?
4. How is communism different in theory and in practice?
5. How did conditions in Russia contribute to the victory of Vladimir Lenin and the Bolshevik Party in 1917?
6. How did conditions in China contribute to the victory of Mao Zedong and the Chinese Communist Party in 1949?
7. How did communism in Russia under Joseph Stalin affect the Russian people?
8. How did communism in China under Mao Zedong affect the Chinese people?
9. What is the state of communism in the world today?
10. What sources inspired modern thought?
11. How did the use of gunpowder change the balance of power in Asia?
12. How did the arrival of European explorers, merchants, and colonizers impact society as they explored?
13. What were the reactions to the new ideologies of nationalism and liberalism?
14. What were conditions like for Indigenous peoples living under imperial rule?

15. What was the Era of Independence like for people in Asia?
16. What was life like in new totalitarian societies in the interwar period?
17. What was the Cold War like for the people who lived through it?
18. To what extent has technology in a digital age changed life across the globe?

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

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SOC.6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
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.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
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.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

## **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. Examine how European capitalism exploited African and African-American peoples and how it contributed to a rise in income inequality.

2. Discuss how the rise of communism affected African people because of its implications on the global economy and the impulse to spread communism worldwide.
3. Analyze how different economic systems have benefitted certain groups of people and exploited and taken advantage of marginalized groups.

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.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

## **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 genocide of Ukrainian kulaks under Joseph Stalin.
2. Discussion of the man-made Great Chinese Famine under Mao Zedong.
3. Discussion of the effects of Mao Zedong's Cultural Revolution on Chinese citizens.
4. Discussion of the oppressive and violent tactics used in World War II against Russian and Chinese innocents.
5. Discussion of the use of fear, propaganda, labor camps, secret police, and military dictatorship in communist regimes.

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.9-10.CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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LA.9-10.CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## 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.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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: *Communist Manifesto*, Lenin's deathbed letter, Mao's Little Red Book
2. Annotation skills of primary and secondary sources
3. Video Analysis and Discussion: The Last of the Czars, The Last Emperor, Mao's Last Dancer
4. Journaling
5. Propaganda poster analysis
6. Research on different economic and political systems
7. Discussion of elements of a totalitarian regime
8. Supplemental songs and video clips
9. Risk to Human Rights in the Digital Age, Inquiry Journal p. 213 (primary source)
10. The Art of Ballet: A Political Background, Inquiry Journal p. 185
11. Communist Party Membership, "The Party is Always Right," Inquiry Journal p. 137

12. A Kulak Woman's Objection to Collectivization, Inquiry Journal p. 138 (primary source)

13. Current events on Ukraine and Taiwan

14. Missionaries in China, Inquiry Journal p. 54 (secondary source)

15. Democracy: Excerpts from Aristotle, Inquiry Journal p. 10 (primary source)

## **Differentiated Instruction**

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Examples may include:

- - 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

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)

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 their 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.

- 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

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**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