

PENDING BOE APPROVAL - Global Issues Unit 4

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

Course Pacing Guide

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, Identity and Culture	1	10
Modern Religious Conflicts	2	10
Economic Systems and Political Revolutions	3	10
Colonization and Liberation Ideologies	4	10

Unit Overview

Students will examine the European Colonial Period and analyze the effects on global politics, global culture and indigenous people worldwide. Students will focus on evaluating the effects of colonization in South Africa, India and Latin America and trace the origins, development and philosophy behind several different liberation ideologies in each location. Movements associated with Steve Biko, Nelson Mandela, Mohandas Gandhi, Muhammad Ali Jinnah, Simon Bolivar, Che Guevara, etc. will be examined.

Enduring Understandings

1. Students will be able to define different colonial policies and the motivations behind the takeover of land, resources and people.
2. Students will be able to discuss the positive and negative consequences associated with colonization.
3. Students will be able to analyze and argue for different liberation ideologies.
4. Students will be able to explain how conditions in different world regions led to different national movements focused on independence and equality.
5. Students will be able to explain the core beliefs of Hinduism and Islam and the social, economic, and political impact in India.
6. Students will be able to explain how communism/socialism in theory became attractive for oppressed people in colonial societies.
7. Students will be able to explain how and why the Scramble for Africa led to political systems like Apartheid and the resulting independence movements.
8. Students will examine the underlying religious and cultural issues involved in the independence movement in India and the resulting partition plan.

Essential Questions

1. What world events, movements and technological developments helped lead the world into the Age of Discovery and Colonization?
2. How do concepts like mercantilism, Social Darwinism, naval dominance and established European economic systems propel colonial policies and settlement?
3. How and why do colonial empires exploit the indigenous culture and people for economic gain and

political influence?

4. How do and how should people work towards policies that focus on equality, economic opportunity and political representation?
5. What are examples of effective liberation ideologies?
6. How have the events in colonial regions positively and negatively affected the world today?
7. How did the arrival of European explorers, merchants, and colonizers impact the societies they explored?
8. What were conditions like for Indigenous peoples living under imperial rule?
9. What were the reactions to the new ideologies of nationalism and liberalism?
10. How did the transformations of the 19th century shape the experiences of different social groups?
11. What was the era of independence like for people in Latin America, Asia, and Africa?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12.A.1	Civics, Government, and Human Rights
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
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.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
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.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.D.12	History, Culture, and Perspectives
SOC.6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
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.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.C.1	Economics, Innovation, and Technology
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.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.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Amistad Integration

1. Connections will be made with the colonial era and its effect on the native tribes of Africa and the events that led to many African people leaving their homelands.
2. Analysis of the importance of the history of African people in colonial Africa, the American colonies and in Latin America and the growth and development of those societies in global context.
3. Analyze how different economic systems have benefitted certain groups of people and exploited and taken advantage of marginalized groups in colonial empires.

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.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.B.2	Geography, People, and the Environment
SOC.6.2.12.1	The Emergence of the First Global Age (1350-1770)
SOC.6.2.12.D.1	History, Culture, and Perspectives
SOC.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.3.12.A.2	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 such problems are universal.

Holocaust/Genocide Education

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 genocidal actions of people in South Africa, Rwanda, Sudan, India, Peru, Mexico, Brazil,

etc.

2. Discussion of the political policies of discrimination and targeting different groups. Examples include racial discrimination in South Africa, religious discrimination in India, racial and economic discrimination in Latin America.

3. Discussion of the effects of Spanish, British, French and Dutch colonial economic and political policies.

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
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	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.6.2.12.1	The Emergence of the First Global Age (1350-1770)
SOC.6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.A.2	Civics, Government, and Human Rights
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
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.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.
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.

Interdisciplinary Connections

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.

Key Ideas and Details

Integration of Knowledge and Ideas

LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible

	or how a later author draws on a play by Shakespeare).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Technology Standards

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.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Themes/Careers

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.
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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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Financial Literacy Integration

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 discuss and analyze the economic impact of the Colonial Era and its effect on regional and national development levels in the 21st century.

SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.13.c	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).
SOC.6.1.12.C.15	Economics, Innovation, and Technology
SOC.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.CS5	The 20th Century Since 1945: Challenges for the Modern World: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and

technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Instructional Strategies & Learning Activities

1. Primary source analysis: All India Muslim League, BCM and the Quest for Humanity, The Communist Manifesto, Conquistador Journals, Creole paintings, political cartoons, etc.
2. Annotation skills of primary and secondary sources
3. Video Analysis and Discussion: Cry Freedom, Gandhi, Che video clips
4. Journaling
5. Propaganda poster analysis
6. Research on different colonial policies
7. Discussion of Rudyard Kipling works - White Man's Burden, The Jungle Book
8. Supplemental songs and video clips - Sun City, Biko, Amnesty International concerts, etc.
9. Aztec Judicial System, Inquiry Journal, p. 7
10. Gunpowder of the Moguls, Inquiry Journal, p. 42 (secondary source)
11. Memoirs of Babur, Inquiry Journal, p. 43 (primary source)
12. Smallpox in the Americas, Inquiry Journal, p. 55 (primary source illustration)
13. The Spread of Disease, Inquiry Journal p. 56 (secondary source)
14. The Conquest of Guatemala, Inquiry Journal, p. 57 (personal narrative)
15. Haitian Constitution of 1801, Inquiry Journal p. 73 (legal document)
16. The Oath of the Ancestors (Haiti), Inquiry Journal p. 74
17. Bolivar's Address to the Congress of Angostura, Inquiry Journal p. 75 (speech)
18. Hidalgo's Call for Mexican Independence, Inquiry Journal p. 85 (secondary source)
19. The Life of an Indian Ayah, Inquiry Journal p. 117 (photo)
20. Rabindranath Tagore: On the Destiny of India, Inquiry Journal p. 118 (letter)
21. Investigation of Conditions in the Belgian Congo, Inquiry Journal p. 121 (letter)
22. Labor Changes in Latin America, Inquiry Journal p. 123 (secondary source)
23. Women Workers of India, Inquiry Journal p. 166 (book)
24. I Am Justice: A Journey Out of Africa, Inquiry Journal p. 200 (primary source)

Differentiated Instruction

- 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

- 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

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

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

Alternate Assessments

- 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

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

BOE Approved Texts

World History: Modern Times, McGraw-Hill

World Cultures: A Global Mosaic

Closure

- 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, other 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

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

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.

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

- 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

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