| ***Unit 2: Globalization***  ***Timeline: weeks 7-12*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  WHST.11- 12.2a-f Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  WH.11-12.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  WH.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  WH.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  WH.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.  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.  6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.  6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.  6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.  6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.  6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.  6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.  6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.  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.  6.1.12.B.15.a Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.  6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.  6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.  6.1.12.C.15.a Relate the role of America’s dependence on foreign oil to its economy and foreign policy.  6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.  6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.  6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.  6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.  6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. 6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.  6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.  6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.  6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.  6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.  6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. | | | | | |
| **Rationale and Transfer Goals** :  This unit examines contemporary global issues and the role of the United States in an interconnected world. Students will explore the impact of immigration on the United States as well as the impact the US has on international immigration. Students will debate the role the US should play in global issues such as climate change, nation building, and peacekeeping. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.  Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  What should be the role of the United States internationally?  How can nations come together to achieve a common goal?  When is nation building justified? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Cybersecurity  Immigration  Refugees  Nuclear Proliferation  Nation Building  Poverty  War  Climate Change  Natural Resources  Middle East  Oil dependency  Consumer Culture  World Health Organization  United Nations | Conduct research to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, economic, and political issues.  Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.  Determine the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.  Synthesize multiple resources to analyze the social and economic impact of American popular, political and consumer cultures and other world cultures from multiple perspectives.  Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.  Explain why natural resources continue to be a source of regional and international conflict.  Relate the role of America’s dependence on foreign oil to its economy and foreign policy.  Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources.  Evaluate authors’ different points of view on the factors that led to the widening of the gap between the rich and poor, in the US and other countries, and evaluate how this has affected individuals and society.  Compare United Nation policies and goals intended to promote human rights and prevent the violation of human rights with actions taken by the United States.  Analyze the impact of United States support for the policies and actions of international organizations created to address economic, health, societal, and security goals.  Synthesize information from primary and secondary sources to evaluate the effectiveness of United States efforts (e.g., aid, military intervention, trade policy, diplomacy) in supporting the economic and democratic growth of developing nations.  Compare the perspectives of other nations and those from the United States regarding United States foreign policy towards Latin America, Middle East, and Asia.  Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts.  Analyze the effectiveness of United States policy and actions (e.g., diplomacy, military intervention, humanitarian aid) in bringing peaceful resolutions to the Middle East region by comparing the perspectives of the US and other nations.    Use credible sources to evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.  Draw evidence from informational texts to evaluate the role of American diplomacy in developing peaceful relations, alliances, and global agreements with other nations. | | Student interviews  debate: Immigration and Immigration policy  Current events debates  Role Play: Nuclear Proliferation and the UN  Case Study: international influence on the 2016 and 2020 elections  Role Play: United Nations  Climate Change policy analysis  Plans for fair use of natural resources  Analysis of the Paris Accords  UN simulation: global poverty  Annotation of Primary and secondary sources  Human Rights Violations Comparison  Data Analysis: does international aid and involvement help to address global societal issues?  Debate: Nation building | | Debates  Case Studies  Student created podcast/news program  Student interviews  Presentations |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Citing evidence to support an argument * Debate * Data Analysis * Media Literacy | | * Citing evidence to support an argument * Debate * Data analysis * Media Literacy | | * annotation of articles to create an argument * Debate/Yes, no, maybe so activity * Using tables and charts, create graphs or infographics to make data easier to analyze * Analyze the veracity of a website | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  HMH units 32 & 33  Pro/con.org  Film: Pandora’s Promise  Film: an Inconvenient Truth  Film: Documented  Film: We Will Rise  Film: Unseen Enemy  [UN.org](https://www.un.org/en/global-issues) | | | | | |
| **Interdisciplinary Connections:**  **Career Readiness, Life Literacies, and Key Skills**  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas  9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue  9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others  9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem  **Science**  HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth’s surface can create feedbacks that cause changes to other Earth systems.  HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.  HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems | | | | | |
| **Intersections of History:**  **Black:** Immigration, climate justice  **Hispanic:** US and international immigration policy  **Women:** Human rights violations  **LGBTQ:** healthcare for LGBTQ people globally, human rights violations | | | | | |
| **Important Vocabulary:**  Globalization  Glocalization  Cybersecurity  Immigration  Refugees  Nuclear Proliferation  Nation Building  Consumer Culture  World Health Organization  United Nations  emissions  Pandemic  Sustainability  Decolonization | | | | | |