

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**SOCIAL STUDIES DEPARTMENT**

# **GLOBAL STUDIES**

Grade Level: 11-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 22, 2011**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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# Global Studies - Introduction

## Introduction

## Course Philosophy

Global Studies is a course that seeks to engage and encourage students to consider problems and issues that face humanity in an increasingly interdependent world. The course is taught from a global perspective which enables students to comprehend the interconnections among human beings, the environment, cultural patterns, and political organization. The development of a "global perspective" and "world citizenship" centers on usage of basic social science skills, historical concepts and themes, as well as critical thinking and problem solving skills. Students are urged to take on an active role as a global citizen.

## Course Description

Global Studies is an elective course intended to engage students in considering the problems and issues that face mankind in an increasingly interdependent and dangerous world, and ultimately to recognize their role as part of a unique system that requires such interdependence. The course is taught from a global perspective which will enable students to understand the interconnections between human beings, the environment, cultural patterns, and political organizations. The development of this "global perspective" centers on the refinement and usage of basic social science skills, historical concepts and themes, and critical thinking and problem solving skills.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
6.6.12 E.6 6.6.12 E.5 6.6.12 E.3 6.3.12 H.3. 6.3.12 H.3.2  <b>LA.11-12.R.CCR.2</b>	The development and growth of human populations requires that the use of resources be balanced with their impacts on the environment	What factors are used to determine the major regions of the globe?  How has the increase in human population contributed to the scarcity of resources?	K.W.L. charts  Pre-test  Entrance and exit passes	Benchmark assessments  Student journals  Student led lessons  Student debates	Unit test  Multimedia presentations  Unit case studies
6.6.12 B.3 6.3.12 H.1.5  6.1.12 A.2  <b>LA.11-12.RH.11-12.2</b> <b>LA.11-12.WHST.11-12.2</b>	The concept of the modern "nation-state" is a result of cultural, territorial, and population patterns that are still emerging and developing in the world today.	Why do natural resources have different values for each society?  How can territorial disputes be solved?	Global Map pre-test	Collaborative group work  Class discussions  Self-reflections	Unit objective test  Unit case studies  Position paper
6.6.12 B.3 6.6.12 D.3  <b>LA.11-12.RH.11-12.4</b> <b>LA.11-12.W.CCR.4</b>	A direct relationship exists among physical geography, the environment and human interaction with the environment and its impact on quality of life.	What is the direct relationship between the way human beings interact with the environment and quality of life?  Can physical geography impact cultural development and the social and religious elements of a society?	Pre-test on current environmental issues and resource allocation	Action plan bench mark assessments  Class discussions	Action plan for environmental change  Cooperative case study analysis on an assigned country

<p>6.2.12 E.2 6.3.12 H.3.6</p> <p><b>LA.11-12.R.CCR.6</b></p>	<p>As nations and ideologies of "fundamentalism" develop and interact, new challenges of terrorism and ideological warfare will continue to emerge.</p>	<p>Can any nation achieve liberty and security?</p> <p>Is there a difference between the terms terrorist and freedom fighter?</p> <p>Is it possible to win a war against terrorism?</p> <p>What impact does stability and security in the Middle East have on the rest of the world?</p>	<p>Pre-test on current US national and international security policies</p>	<p>Class discussions</p> <p>Student presentations</p> <p>Cooperative learning</p>	<p>Graded forum style discussion</p> <p>Objective test</p> <p>Comparative essay</p> <p>Timeline creation</p>
<p>6.3.12 H.3.6 6.2.12 E.2</p> <p><b>LA.11-12.WHST.11-12.5</b></p>	<p>The defense of national security revolves around a nation's ability to successfully plan and prepare for emergencies, and prevent terrorist attacks whose purpose is to carry out violent acts against civilian populations in order to instill fear and gain political concessions.</p>	<p>How can nations balance the need for national security and maintaining social freedoms?</p>	<p>Class discussion</p>	<p>Class discussion</p> <p>Student journals</p> <p>Benchmark Assessments</p>	<p>State Sponsored Terrorism Project</p> <p>Reflective essay</p>
<p>6.3.12 H.3.4 6.5.12 A.5 6.3.12 H.1.4 6.3.12 H.3.2</p> <p><b>LA.11-12.R.CCR.7</b></p> <p><b>LA.11-12.WHST.11-12.6</b></p>	<p>Economic and political growth and development in the form of global interdependence requires that nations develop international monitoring organizations and address the role of technology in challenging political and social norms.</p>	<p>How can technology help us recognize and analyze change over time?</p> <p>How has technology been responsible for social and cultural revolutions?</p>	<p>Alphabet Soup pre-test (provide students with the abbreviations for international organizations and have them provide the words i.e. IMF-students response International Monetary Fund)</p>	<p>Small group work</p> <p>Class discussion</p> <p>Think pair share</p> <p>Exit pass</p>	<p>Multiple choice quiz</p> <p>Poster project</p> <p>Displays</p>

<p>6.1.12 A.2 6.2.12 E.10</p> <p><b>LA.11-12.RH.11-12.7</b></p> <p><b>LA.11-12.WHST.11-12.7</b></p>	<p>Throughout human development cultural and ethnic differences have produced many positive interactions however at times these differences have been responsible for genocides and race, gender, and religious inequality.</p>	<p>How does culture impact the social and religious elements of a society?</p> <p>What are my civic responsibilities to my fellow man?</p>	<p>World at war matching game. Identify the groups, countries, individuals, involved in wars and genocides of the 20<sup>th</sup> and 21<sup>st</sup> centuries</p>	<p>Student conducted research</p> <p>Cause and cost of war analysis</p>	<p>Investigation of a global challenge</p> <p>Research paper</p>
<p>6.3.12 H.3.5</p> <p><b>LA.11-12.RH.11-12.9</b></p>	<p>The growth of the human population and population density in combination with the development of mass transportations has produced new challenges for the global medical community when it comes to dealing with epidemics and pandemics such as HIV/AIDS, influenza (H1N1), and SARS.</p>	<p>How has the population boom of the 21st century created new challenges for governments around the world?</p> <p>How can education be used to combat epidemics such as; HIV/AIDS, H1N1, &amp; SARS?</p> <p>How has the global redistribution of population in the late 20th century impacted the outbreak of diseases?</p>	<p>Discuss how education can be used as a tool to combat disease.</p> <p>Anticipatory set activities that focus on solutions</p>	<p>Draft solutions &amp; measures to prevent and respond to diseases</p> <p>Analysis on local, state, national and global levels</p>	<p>Multimedia presentations</p> <p>Picture prompt test</p> <p>Differentiated tiered assessment</p>
<p>6.5.12 B.8 6.2.12 E.1 6.2.12 E.2 6.2.12 E.15</p> <p><b>LA.11-12.WHST.11-12.1</b></p>	<p>Increased globalization and interdependence of economies and cultures requires that global organizations such as the United Nations, the International Monetary Fund (IMF), and the World Bank function in a manor that supports the protection of human rights and balance growth and development.</p>	<p>What are "Human Rights" and who determines them?</p> <p>What role should international organizations play in the development and protection of human rights?</p> <p>What correlation does the increase in globalization have on the developing world?</p>	<p>Journal Entries</p> <p>Entrance and exit passes</p> <p>Free response writing</p>	<p>Student led discussions</p> <p>Student led lesson planning</p> <p>Graphic organizers</p>	<p>Industrial map project</p> <p>United Nations simulation</p> <p>Mock trials</p>

<p>6.1.12 A.7 6.2.12 A.3</p> <p><b>LA.11-12.WHST.11-12.8</b></p>	<p>The increase in globalization and interdependence of economies and cultures is evident in the impact natural disasters have on the global supply chain and the desire of individuals to help their fellow human beings.</p>	<p>How do/can natural disasters impact local and global communities?</p> <p>How do/can local and global communities respond to natural disasters?</p> <p>What impact can natural disasters have on local and global economies?</p> <p>How do individuals respond to local and global disasters?</p>	<p>Peer questioning</p> <p>Pre-test</p>	<p>Self reflective student journals</p> <p>Whole class readings</p> <p>Case studies</p> <p>View video/online resource examples of natural disasters in the 21st century</p>	<p>Develop a fictional Movie poster that either supports or rejects globalization. For presentation, "pitch" film to class (producers)</p> <p>Write a research paper accompanied with a oral presentation that focuses on the impact of natural disasters on the global supply chain</p>
<p>6.2.12 E.12 6.2.12 E.13</p> <p><b>LA.11-12.WHST.11-12.9</b></p>	<p>Economic and political growth and development in the form of global interdependence requires that nations develop international monitoring organizations and address the role of technology in challenging political and social norms.</p>	<p>What role do international monitoring organizations have on development on a global scale?</p> <p>How can technology help us recognize and analyze change over time?</p> <p>How has technology been responsible for social and cultural revolutions?</p> <p>How can we use technology to gather, classify, sequence, and interpret information and visual data?</p>	<p>Current events</p> <p>World news map projections</p> <p>"So What do YOU Know?" free write</p>	<p>Student research, small group work/projects</p> <p>Debate on outcomes of globalization</p>	<p>Develop and create a thesis paper that focuses on the consequences of development in the third world</p> <p>Prepare a report that combines specific outliers into a multimedia presentation</p>

<p>6.2.12 E.12 6.1.12 A.5 6.2.12 E.4 6.3.12 H.3.1 6.1.12 A.7 6.3.12 H.1.1 6.3.12 H.1.</p> <p><b>LA.11-12.WHST.11-12.1.e</b></p>	<p>Historical events such as wars, diplomatic negotiations, movements of people and ideas, revolutions, and economic and technological developments can be used to gain an understanding of future historical occurrences.</p>	<p>Do science and technology help or hurt society in the 21st century?</p> <p>How can we analyze current events and make predictions for the future?</p> <p>How have cultural and ethnic differences between groups led to genocides in the 20th &amp; 21st centuries?</p> <p>Is the world today a better place than the world of the past? Will our future world be better than today's world?</p> <p>To what extent can understanding cause and effect help us solve problems and make decisions in the 21st century?</p>	<p>Anticipatory set activities that track change in opinion on topics as school year progresses</p> <p>K.W.L. whole class brainstorming</p>	<p>Year-long timeline to track current events</p> <p>Class forum or round table discussion</p> <p>Guest speaker</p>	<p>Comparative essays</p> <p>Create a digital collage on genocide</p> <p>Expert peer presentations</p> <p>Simulations</p> <p>Problem solving assessment either individually or cooperatively</p>
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## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Major World Regions/Geography	<p>The development and growth of human populations requires that the use of resources be balanced with their impacts on the environment.</p> <p>The concept of the modern "nation-state" is a result of cultural, territorial, and population patterns that are still emerging and developing in the world today, which requires political organization and governmental structures.</p> <p>A direct relationship exists among physical geography, the environment and human interaction with the environment and its impact on quality of life.</p>	6-8 weeks
Unit 2: Global Interdependence, Terrorism, and Organizations	<p>As nations and ideologies of "fundamentalism" develop and interact new challenges of terrorism and ideological warfare will continue to emerge.</p> <p>The defense of national security revolves around a nation's ability to successfully plan and prepare for emergencies, and prevent terrorist attacks whose purpose is to carry out violent acts against civilian populations in order to instill fear and gain political concessions.</p> <p>Economic and political growth and development in the form of global interdependence requires that nations develop international monitoring organizations and address the role of technology in challenging political and social norms.</p>	5-7 weeks
Unit 3: Current Global Issues	<p>Throughout human development cultural and ethnic differences have produced many positive interactions however at times these differences have been responsible for genocides and race, gender, and religious inequality.</p> <p>The growth of the human population and population density in combination with the development of mass transportation has produced new challenges for the global medical community when it comes to dealing with epidemics and pandemics such as HIV/AIDS, influenza (H1N1), and SARS.</p> <p>Increased globalization and interdependence of economies and cultures requires that global organizations such as the United Nations (U.N.), the International Monetary Fund (IMF), and the World Bank function in a manor that supports the protection of human rights and balance growth and development.</p>	5-7 weeks

<p>Unit 4: World Economics &amp; Global Organizations</p>	<p>The increase in globalization and interdependence of economies and cultures is evident in the impact natural disasters have on the global supply chain and the desire of individuals to help their fellow human beings.</p> <p>Economic and political growth and development in the form of global interdependence requires that nations develop international monitoring organizations and address the role of technology in challenging political and social norms.</p>	<p>5-7 weeks</p>
<p>Unit 5: The Future- Predicting Global Trends</p>	<p>Historical events such as wars, diplomatic negotiations, movements of people and ideas, revolutions, and economic and technological developments can be used to gain an understanding of future historical occurrences.</p>	<p>4-6 weeks</p>

# Unit 1 - Global Studies

## Unit Plan

### Enduring Understandings

The development and growth of human populations requires that the use of resources be balanced with their impacts on the environment.

A direct relationship exists among physical geography, the environment and human interaction with the environment and its impact on quality of life.

The concept of the modern "nation-state" is a result of cultural, territorial, and population patterns that are still emerging and developing in the world today, which requires political organization and governmental structures.

### Essential Questions

What factors are used to determine the major regions of the globe?

How has the increase in human population contributed to the scarcity of resources?

Why do natural resources have different values for each society?

How can territorial disputes be solved?

Is there a direct relationship between the way human beings interact with the environment and quality of life?

Can physical geography impact cultural development and the social and religious elements of a society?

### Unit Goals

A) Determine that the major regions of the world are based upon conceptual factors.

B) Describe the relationship between population growth and environmental impacts.

C) Analyze how culture shapes human-environmental relationships.

D) Determine the standards used by cultures to determine quality of life.

E) Describe the pressure exerted on modern "nation-states" due to cultural, territorial, and population patterns.

**Recommended Duration: 6-8 weeks**

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What characteristics make up an effective Global citizen?	Identify characteristics that make up a conscience global citizen. Create a "map" of the qualities.	Interactive Websites	Discussion  Lecture  Debate	Case studies  Tiered assessment choices for students
What are the major regions of the globe?	Compare & contrast regions based on economic, industrial, & political development. Analyze specific factors.	Scholarly Articles & Websites  Interactive Websites	Group readings  Student led lessons	Test - essay
What factors make a country a 1st, 2nd, or 3rd world nation?	Create a world map which identifies 1st, 2nd, & 3rd world countries. Compare & contrast nations by development.	Resource Website  Interactive Website	Collaborative student research on third world nations	Emerging nations group project
What resources have played a role in allowing countries to move from under developed nations to developing nations?	The identification of the value of resources and their connection to development. The emergence of new economic powers through industrialization such as China, Brazil, and Venezuela (only examples but regional diversity should be a goal) Evaluation of resources and their role in industrial growth. Determination of factors that create growth.	Resource Website  Interactive Website	Lecture Discussion Collaborative group work	Emerging nations group project  Case study on assigned nation
How does culture shape interactions between humans and their environment?	Create and test thesis statements. View & read examples of different cultures & the way they interact with environmental surroundings.	Internet Resources	Self reflections  Round table discussion	Multimedia project

How does territoriality affect the concept of the Nation-State?	Compare & contrast different forms of government.	Internet Resources	Lecture Forum style discussions Research on origins of government	Group debates  Case study analysis
What environmental policies exist in the 21st century?	Examine environmental policies. Analyze & determine the impact of each policy on the existing environment.	Internet Resources	Student led research to identify a current environmental issue and prepare an action plan	Develop posters for/against environmental policy  Create an action plan proposal to solve a current environmental issue

LA.11-12.R.CCR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.W.CCR.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.11-12.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SOC.9-12.6.1.12 A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

SOC.9-12.6.3.12 H.1.5

The development of Third World nations

SOC.9-12.6.3.12 H.3

Evaluate the paradoxes and promises of the 21st century, including:

SOC.9-12.6.3.12 H.3.2

Economic imbalance and social inequalities among the world's people

SOC.9-12.6.6.12 B.3

Analyze why places and regions are important factors to individual and social identity.

SOC.9-12.6.6.12 D.3

Analyze the historic movement patterns of people and their goods and their relationship to economic activity.

SOC.9-12.6.6.12 E.3

Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.

SOC.9-12.6.6.12 E.5

Evaluate policies and programs related to the use of local, national and global resources.

SOC.9-12.6.6.12 E.6

Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.

## Differentiation

Suggestions on Differentiation:

Teachers may incorporate visual presentations with corresponding worksheets, reinforcement of auditory learning through oral question and answer sessions.

Teacher may assign cooperative learning activities so that students of varied abilities may assist each other and work together on a task or project.

Teacher may assign collaborative projects that focus on the diverse learner.

Teacher may provide one-to-one teacher support to diverse learners.

## Technology

### Technology:

Teachers may want to incorporate the use of interactive white boards

Depending on the teacher's knowledge or computability with futures and commodities markets they can run a project which requires their students to track the price of futures and commodities that are important to national development and industrialization. Additionally, if any of the students are taking an economics or a financial literacy course this is a good opportunity for cross-curricular education.

## College and Workplace Readiness

### College & Workplace Readiness:

A) Case studies are an integral part of this unit and an integral part of the Global Studies curriculum. This is a major focus because it allows students to develop effective research skills that will be needed in college and the work place. Additionally, these assignments allow students to develop very important collaborative work skills which will be needed in most if not all work places. When implementing these case study assignments it is important to have students focus on using the most up to date data.

B) During this unit and future units it is also advantages to have the students engage in forum style discussions based on teacher selected articles that require students to read critically and apply the information in a discussion. To make this more effective it is beneficial to have the forum style discussion be graded discussion. Grades can be determined by the frequency and quality of responses made by a student as well as how effectively they use the information from the article. Many rubrics are available for assessment purposes. Doing so will ensure that students have the skills needed to read critically, apply content verbally, and structure an argument from multiple view points. If a class is too large the Forum function on the Moodle page will allow the discussion to take place online. This can also be done to allow students who are uncomfortable speaking in class get comfortable with the format before speaking in class.

# Unit 2 - Global Studies

## Unit Plan

### Enduring Understandings

As nations and ideologies of fundamentalism develop and interact, new challenges of terrorism and ideological warfare will continue to emerge. The defense of national security revolves around a nation's ability to successfully plan and prepare for emergencies, and prevent terrorist attacks whose purpose is to carry out violent acts against civilian populations in order to instill fear and gain political concessions. Economic and political growth and development in the form of global interdependence require that nations develop international monitoring organizations which address the roles of technology in challenging political and social norms.

### Essential Questions

- Can any nation achieve liberty and security?
- Is there a difference between the terms terrorist and freedom fighter?
- Is it possible to win a war against terrorism?
- What impact does stability and security in the Middle East have on the rest of the world?
- How can nations balance the need for national security and maintaining social freedoms?
- How can technology help us recognize and analyze change over time?
- How has technology been responsible for social and cultural revolutions?

### Unit Goals

- A) Understand that the causes for terrorism vary from group to group.
- B) Understand that "terrorism" is not a new concept or new action.
- C) Identify the means of terrorism in the 21st century.
- D) Compare and contrast ways that governments deal with national security.
- E) Assess the effectiveness of international organizations in dealing with global terrorism and maintaining global stability.
- F) Describe the role that technology can play in developing "terrorism" and political revolutions.

**Recommended Duration:** 5-7 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How do nations protect the balance of liberty and security? Do prisoners in the "War on Terror" have rights?</p>	<p>Analyze government policies, institutions, and laws that attempt to protect citizens. Compare and contrast policies in various countries.</p>	<p>Excerpts from national constitutions and their national security policies. i.e.-The US Constitution vs. The Patriot Act  Resource Websites  (United States Patriot Act Website)</p>	<p>Class discussion  Library research  Teacher lecture</p>	<p>Graded forum style discussion</p>
<p>What is fundamentalism &amp; radicalism?</p>	<p>Determine a set definition of fundamentalism. Provide examples/timeline of radical groups &amp; their actions/impact on terrorism</p>	<p>Online &amp; Video Resources 60 Minutes- Jihadists And "The Narrative" (April 25, 2010)</p>	<p>Class discussion  Teacher lecture</p>	<p>Comparative essay  Position paper</p>
<p>How do terror groups plan, implement, and carry out attacks?</p>	<p>Analyze long term and short term factors that bring about terrorist actions. Identify changes in ideology among terrorist groups such as Al Qaeda, the Taliban, the Irish Republican Army (IRA) and other groups Analysis and comparison of ideologies over time</p>	<p>Online &amp; Video Resources National Geographic Triple Cross: Bin Laden's spy in America National Geographic 9/11: Zero Hour  Interactive Website</p>	<p>Class discussion  Library research  Small group work</p>	<p>Timeline creation</p>
<p>What role do national and international security agencies play in preventing terrorism?</p>	<p>Determine the role of national and international security agencies in dealing with terrorism and how they should complement each other. Adaptation of policies by national and international security agencies to deal with the changing face of terrorist groups. Evaluation of policy changes in order to meet the needs of security.</p>	<p>Resource Websites</p>	<p>Class discussion  Teacher lecture  Small group work</p>	<p>Reflective essay  State sponsored terrorism project</p>



<p>What technologies play a role in both spreading and connecting terrorist groups and revolutionaries as well as tracking, and preventing them?</p>	<p>Evaluate the dual role technology plays in terrorism and revolution The use of technology to facilitate and prevent terrorism and revolution. Evaluation of how technology has changed the ability of terrorist groups and security agencies</p>	<p>60 Minutes- Sabotaging the system</p>	<p>Lecture Small group work Class discussion</p>	<p>Create a web quest Terrorism digital collage</p>
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- LA.11-12.R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LA.11-12.R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.
- LA.11-12.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SOC.9-12.6.2.12 E.2 Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
- SOC.9-12.6.3.12 H.3.2 Economic imbalance and social inequalities among the world's people
- SOC.9-12.6.3.12 H.3.4 Global market, economy, trade, and communications
- SOC.9-12.6.3.12 H.3.6 The growth of terrorism as a means of warfare
- SOC.9-12.6.5.12 A.5 Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.

## Differentiation

### Differentiation

Due to the fact that a large part of this unit is based on class discussion from articles, teachers can achieve differentiation by tailoring the difficulty of the articles to individual students without altering the content needed for discussion. Additionally, if students have difficulty speaking in front of their classmates in a formal discussion setting teachers may use the "Forum" function on their Moodle page to allow students to respond to discussion questions online.

This unit also lends itself to visual representations of the content. Many of the images produced through acts of terrorism or political revolutions can more readily convey the information than traditional notes and lecture. Also note that it is important for teachers to gauge their students' ability to interpret the visual content of terrorism or political revolutions before showing content in class.

## Technology

### Technology

Seemingly, acts of terrorism have become part of the everyday lives of many nations; however this does provide an opportunity for teachers and students to use technology to follow the impacts of terrorist acts on societies. An opportunity for this is to use blogs which will allow students to follow events as they are unfolding .

## College and Workplace Readiness

### College and Workplace Readiness:

During this unit and future units it is also advantages to have the students engage in forum style discussions based on teacher selected articles that require students to read critically and apply the information in a discussion. To make this more effective it is beneficial to have the forum style discussion be graded discussion. Grades can be determined by the frequency and quality of responses made by a student as well as how effectively they use the information from the article. Doing so will ensure that students have the skills needed to read critically, apply content verbally, and structure an argument from multiple view points.

# Unit 3 - Global Studies

## Current Global Issues

### Enduring Understandings

Throughout human development, cultural and ethnic differences have produced many positive interactions; however, at times these differences have been responsible for genocides and race, gender, and religious inequality.

The growth of the human population density in combination with the development of mass transportation has produced new challenges for the global medical community when it comes to dealing with epidemics and pandemics such as HIV/AIDS, influenza (H1N1), and SARS.

Increased globalization and interdependence of economies and cultures requires that global organizations such as the United Nations (U.N.), the International Monetary Fund (IMF), and the World Bank function in a manner that supports the protection of human rights and balance of growth and development.

### Essential Questions

How does culture impact social and religious elements of a society?

What are my civic responsibilities to my fellow man?

How has the population boom of the 21st century created new challenges for governments around the world?

How can education be used to combat epidemics such as; HIV/AIDS, H1N1, & SARS?

How has the global redistribution of population in the late 20th century impacted the outbreak of diseases?

What are "Human Rights" and who determines them?

What role should international organizations play in the development and protection of human rights?

What correlation does the increase in globalization have on the developing world?

### Unit Goals

A) Develop a definition of natural human rights.

B) Determine the responsibility and role of international monitoring organizations in protecting human rights.

C) Identify universal human and natural rights.

D) Compare and contrast the roles that men and women play in various societies.

E) Analyze the impact globalization has on developing countries.

**Recommended Duration: 5-7 weeks**

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How have the actions, ideas, and values of people changed over time?	<p>Identify the shift in population demographics in their local, state, and national context</p> <p>Describe how shifts in population demographics impact social and political values of areas</p>	<p>Resource Websites</p> <p>Interactive Websites</p>	<p>Study and analyze examples of migrations rates both internally and externally</p> <p>Graphic organizer</p> <p>Population demographic chart presentations</p>	<p>Position paper</p> <p>Expository essay</p> <p>Multiple choice test</p>
How can looking at multiple points of view help us explain the ideas and actions of groups or individuals?	<p>Evaluate the importance of "knowing the whole picture" before making judgments</p> <p>Identify cultural similarities and differences between American "culture" and various nations</p> <p>Describe the way America is viewed by other nations</p>	<p>Resource Websites</p>	<p>Lecture</p> <p>Research on cultural comparisons</p> <p>Cultural Identities Map: Perception vs. Reality</p> <p>Benchmark assessment</p>	<p>Cultural Identities Map: Perception vs. Reality (students are given a culture they create a poster of what they think they know about the culture and then chart how their ideas change as they research that culture from multiple perspectives)</p>
How do we determine role, power, and responsibility of men and women in society?	<p>Identify how the role of men and women vary among cultures and how this dynamic has changed over time</p> <p>Analyze the origin of women's liberation movements in various nations</p>	<p>Resource Websites</p>	<p>Note taking</p> <p>Action plan benchmark assignment</p> <p>Research and small group work</p>	<p>Develop an "Action Plan" which focuses on world citizenship and roles of men and women in society</p>
What role should international monitoring organizations such as The United Nations, IMF, and World Bank have on the protection of human rights?	<p>Identify the founding principles and vision of international monitoring organizations</p> <p>Evaluate the effectiveness of international monitoring organizations and the protection of human rights</p>	<p>Internet Resources</p>	<p>Field trip to United Nations (with board approval)</p> <p>Virtual field trips</p>	<p>Model United Nations simulation</p> <p>Mock trials</p>

How can all societies combat the spread of epidemics and pandemics such as H1N1, AIDS, and SARS?	Identify the changing cultural attitude towards highly communicable diseases  Analyze the success of the global community to identify health risks	Discovery Education (AIDS: Ending the Epidemic) (AIDS: A Changing Epidemic) (Swine Flu: The Anatomy of a Pandemic)	Research and develop a children's coloring book that educates and discusses prevention strategies of epidemic diseases	Create a children's book  Research solutions on pandemic diseases
How can disease prevention strategies be implemented in areas of the world that do not have access to modern science and technology?	Identify the imbalance of technology in disease prevention  Describe the challenges brought about from planning to implementation of disease prevention strategies	Internet Resources	Streaming video  Small group work	Implementation proposal for disease prevention strategies  Poster project  Digital collage
Does globalization have a positive or negative impact on the developing world?	Describe the impact of globalization on the location, state, and national level  Identify who benefits from globalization and who is hurt by globalization	Excerpts & Examples from various periodicals & books i.e. <i>When Corporations Rule the World</i> By David C. Korten	Benchmark assessment  Streaming video  Multimedia presentation	Group debate

LA.11-12.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.

LA.11-12.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.

LA.11-12.WHST.11-12.1

Write arguments focused on discipline-specific content.

LA.11-12.WHST.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.

SOC.9-12.6.1.12 A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

SOC.9-12.6.2.12 E.1

Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.

SOC.9-12.6.2.12 E.2

Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.

SOC.9-12.6.2.12 E.10

Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).

SOC.9-12.6.2.12 E.15

Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

SOC.9-12.6.3.12 H.3.5

Rapid population growth and increasing urbanization

SOC.9-12.6.5.12 B.8

Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

## Differentiation

This unit is centered on a group work therefore some strategies for differentiation are:

Make groups smaller to allow for more hands on work

Assign specific roles in groups that play to each groups members strengths

Simplify the tasks the individual members of groups need to complete

Allow for visual representations of material to be turned in instead of word documents

Arrange for local field trips or other hands on appropriate activities

## Technology

In this unit many of the essential questions pertain to how technology is used in the 21st century to combat disease. Teachers may want to:

Incorporate the use of interactive white or overhead projector to illustrate key points.

Incorporate the use of clips from current news shows as these program produce real time documentaries.

Additionally, since this unit deals with our perception of other cultures and their perception of American "culture" it may be useful to allow your students to explore how teenage societies around the world use social networking sites. For example, because of Internet restrictions in China many Chinese nationals do not have social networking accounts, but use a similar program supported by the Chinese national government.

## College and Workplace Readiness

### College & Workplace Readiness:

A) Developing action plans, proposals, and implementation strategies are important parts of this unit and an integral part of the Global Studies curriculum. This is a major focus because it allows students to develop effective research skills that will be needed in college and the work place. Additionally, these assignments allow students to develop very important collaborative work skills which will be needed in most if not all work places. When developing these action plans, proposals, and implementation strategies it is important to have students focus on using the most up to date data. Additionally, it is important that students take into account the whole picture when creating these assignments as this is a skill that will be needed in the work force.

B) During this unit and future units it is also advantages to have the students engage in forum style discussions based on teacher selected articles that require students to read critically and apply the information in a discussion. To make this more effective it is beneficial to have the forum style discussion be graded discussion. Grades can be determined by the frequency and quality of responses made by a student as well as how effectively they use the information from the article. Doing so will ensure that students have the skills needed to read critically, apply content verbally, and structure an argument from multiple view points. If a class is too large the Forum function on the Moodle page will allow the discussion to take place online. This can also be done to allow students who are uncomfortable speaking in class get comfortable with the format before speaking in class.

# Unit 4 - Global Studies

## Unit Plan

### Enduring Understandings

Increased globalization and interdependence of economies and cultures requires that global organizations such as the United Nations , the International Monetary Fund, and the World Bank function in a manner that supports the protection of human rights and balance growth and development.

The increase in globalization and interdependence of economies and cultures is evident in the impact natural disasters have on the global supply chain and the desire of individuals to help their fellow human beings.

Economic and political growth and development in the form of global interdependence requires that nations develop international monitoring organizations and address the role of technology in challenging political and social norms.

### Essential Questions

What are "Human Rights" and who determines them?

What role should international organizations play in the development and protection of human rights?

What correlation does the increase in globalization have on the developing world?

What role do international monitoring organizations have on development on a global scale?

How can technology help us recognize and analyze change over time?

How has technology been responsible for social and cultural revolutions?

### Unit Goals

- A. Global organizations such as The United Nations, International Monetary Fund, and the World Bank aid in the protection of human rights.
- B. Natural disasters have a direct and immediate impact on the global supply chain.
- C. Economic and political development are directly affected through social media and technology.
- D. Technology helps society recognize and analyze change over a period of time.

**Recommended Duration:** 5-7 weeks

<b>Guiding/Topical Questions</b>	<b>Content/Themes/Skills</b>	<b>Resources and Materials</b>	<b>Suggested Strategies</b>	<b>Suggested Assessments</b>
What correlation does the increase in globalization have on the developing world?	Determine a cause and effect for different impacts of global development. Focusing on impact on Society, culture, and the environment	Internet Resources	Lecture Map work Graphic organizers	Industrial map project
What are the positives of globalization in the developing world?	Analyze the benefits of industrialization in developing countries. Create a set of criteria to measure development using the following criteria: Gross Domestic Product, poverty rates, or other data.	Internet Resources	Student research, small group work/projects	Develop a fictional movie poster that either supports or rejects globalization. For presentation, "pitch" film to class (producers)
What are the consequences of globalization in the developing world?	Analyze the specifics of low wages and working conditions, socio-economic status and poverty ratios, & impact of corporations in the developing world.	Internet Resources "Who is Making your Sneakers?" A Case Study on Trade, Human Rights and the Individual: Social Responsibility and the Consumer	Multimedia presentations Debate	Develop and create a thesis paper that focuses on the consequences of development in the third world. Prepare a report that combines specific outliers into a multi-media presentation.
What effect do international monitoring organizations have on the enforcement and protection of human rights?	Analyze the roles of nations within in the United Nations. I.E. The United States as a "world police officer". Analyze the role of The United Nations in genocides in Rwanda and Somalia. Identify natural human rights.	Internet Resources Suggested field trip to United Nations - either actual or virtual	Debate Mock trials Simulations	United Nations simulations Multimedia project Blogs
What role does technology play in social media?	Analyze political revolutions inspired by social networking sites. Analyze the censorship of the Internet in communist countries.	Internet Resources	Video streaming Lecture Cooperative learning	Social networking revolutionary project. Students choose a country, research and develop a created site that references revolutions that have occurred in the Middle East, Africa, & Europe.
How can we use technology to gather, classify, sequence, and interpret information and visual data?	Analyze the impact the Google search has had on the Internet. Assess and interpret relevant data in the Internet age versus the abundance of unnecessary information that exists in the digital age. Determine individual stances on the importance of technology in the 21st century, digital natives versus digital immigrants.	Internet Resources	Self-reflective student journals Whole class readings	Create and develop charts that focus on the relevancy of information as related to search engines



LA.11-12.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
LA.11-12.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.9-12.6.1.12 A.7	Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
SOC.9-12.6.2.12 A.3	Analyze how individual responsibility and commitment to law are related to the stability of American society.
SOC.9-12.6.2.12 E.1	Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
SOC.9-12.6.2.12 E.2	Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
SOC.9-12.6.2.12 E.12	Analyze the impact of communication networks, technology, transportation, and international business on global issues.
SOC.9-12.6.2.12 E.13	Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
SOC.9-12.6.2.12 E.15	Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.
SOC.9-12.6.5.12 B.8	Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

## Differentiation

Suggestions for differentiation might include:

Modified case study assignments that focus on organization and effectiveness of global organizations

Visual learning strategies multimedia, internet research and tiered assessments

A project on the role, development, and impact of world organizations. Specifically addressing their effectiveness in reaching their goals

Field trips (with board approval) to the United Nations & the Museum of tolerance in New York City

## Technology

The use of technology is necessary and useful in communicating the impact of world economics in the 21st century. There are several interactive websites listed that not only provide authentic assessments for students but provide innovative and quality resources for teachers.

Teachers may wish to incorporate the following:

The use of interactive white boards in lesson design and presentation

The use of Activity Packs on the PBS Teachers Resources that focus on the economics of the 21st century

Looking at the technology that world organizations use themselves, such as bar codes and world index calculators.

The use of Skype/video conferencing in interacting with other classrooms around the globe

## College and Workplace Readiness

### College and Workplace Readiness

In addition to what has been listed above, it may be beneficial to have students look at how corporations such as Apple in the United States or Toyota in Japan are in fact multinational organizations that have supply chains and markets throughout the world. It may also be useful for students to look at major labels and brands and identify the products they own or other businesses they are associated with such as Pepsi Cola Corporation owns Doritos and Arizona Ice Teas. These types of assignments will provide students with a better understanding of the nature of world economies and globalization.

# Unit 5 - Global Studies

## Unit Plan

### Enduring Understandings

Historical events such as wars, diplomatic negotiations, movements of people and ideas, revolutions, and economic and technological developments can be used to gain an understanding of future historical occurrences.

The increase in globalization and interdependence of economies and cultures is evident in the impact natural disasters have on the global supply chain and the desire of individuals to help their fellow human beings.

The growth of the human population and population density in combination with the development of mass transportation has produced new challenges for the global medical community when it comes to dealing with epidemics and pandemics such as HIV/AIDS, influenza (H1N1), and SARS.

### Essential Questions

Do science and technology help or hurt society in the 21st century?

How can we analyze current events and make predictions for the future?

How have cultural and ethnic differences between groups led to genocides in the 20th & 21st centuries?

Is the world today a better place than the world of the past? Will our future world be better than today's world?

### Unit Goals

A. Current events have a direct impact on the past, present, and future.

B. Cultural & Ethnic differences have led to numerous genocides in the 20th century

C. Natural disasters impact local and global communities and economies. It is our civic responsibility as global citizens to help those in need.

E. Technology plays an important role in spreading information and ideas in the 21st century.

**Recommended Duration: 4-6 Weeks**

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
To what extent can understanding cause and effect help us solve problems and make decisions in the 21st century?	Determine the potential global issues that may exist in the 21st century. Analyze cause and effect and solutions	Internet Resources	Year-long timeline to track current events	Comparative essay Class forum Student journals
How do/can natural disasters impact local and global communities?	Create a chart to track natural disasters. I.E. analyze the impact of tsunamis on coastal regions. Compare and contrast impact based on population, resources, and development	Internet Resources NOVA: Japan after the quake 60 Minutes- Haiti "Frustration and Anger" November 14, 2010 "The Lost Children of Haiti" March 21, 2010	Video streaming resource examples of natural disasters in the 21st century	Group presentations on assigned disasters Document analysis test
How do/can local and global communities respond to natural disasters?  What impact can natural disasters have on local and global economies?	Study the interruption of the global supply chain for example: I.E. Toyota, Sony's plant shutdown as a result of the earthquake/tsunami disaster. Analyze the relief efforts and cost efficiency of organizations such as the Red Cross	Discovery Education	Draft solutions and measures to prevent and respond to disasters Analysis on local, state, national, and global levels. Research Disasters in Haiti, New Zealand, and Japan	Investigation of a global challenge Research papers
What are the most significant challenges facing the medical community and world governments in combating the spread of epidemics?	Focus on the most effective ways to prohibit communicable diseases  Study the ways and means of prevention  Develop solutions on a global scale		Develop research projects about the medical community and the challenges of combating 21st century epidemics.	Multimedia presentations Picture prompts

LA.11-12.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.
LA.11-12.WHST.11-12.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
LA.11-12.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
SOC.9-12.6.1.12 A.5	Evaluate current issues, events, or themes and trace their evolution through historical periods.
SOC.9-12.6.1.12 A.7	Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
SOC.9-12.6.2.12 A.3	Analyze how individual responsibility and commitment to law are related to the stability of American society.
SOC.9-12.6.2.12 E.4	Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
SOC.9-12.6.2.12 E.12	Analyze the impact of communication networks, technology, transportation, and international business on global issues.
SOC.9-12.6.3.12 H.1	Analyze global political, economic, and social changes in the 20th century, including:
SOC.9-12.6.3.12 H.1.1	The Gulf War
SOC.9-12.6.3.12 H.3.1	Technological growth
SOC.9-12.6.3.12 H.3.5	Rapid population growth and increasing urbanization

## Differentiation

There are many opportunities for differentiation in the culminating unit. Some suggestions:

Multimedia presentations which focus on auditory and visual learning skill sets

Virtual field trips with emphasis on the visual learner skill set

Special representations as in: Maps, graphs, charts, Venn diagrams, or other graphic organizers

Oral presentations on solutions to potential issues in the 21st century

## Technology

Skype education collaboration and video conferencing are both relevant and real-world activities that can be readily incorporated within this unit. For starters, collaboration with district schools who teach global studies will provide students with the opportunity to interact with students outside the classroom, who share common learning content and themes. Once the concepts and intricacies have been mastered, teachers should branch out and experiment with learning communities across the globe.

## College and Workplace Readiness

Throughout the curriculum there are many opportunities to engage students and challenge them to acquire skills that will aid them in any life setting. Some suggestions:

- **Problem Solving:** There are several types of problem solving techniques that can be applied throughout the course. A few that might be useful in this unit are root cause analysis, brainstorming and lateral thinking. Solving problems big and small are a necessary survival skill throughout the course of one's life. By attempting to think and provide solutions to real world problems, students further their understandings.
- **Critical Discourse/ Oral Debate:** Many colleges and universities require that students take a critical discourse class upon graduation. Creating an environment where students feel comfortable speaking in front of their peers is not only desirable, it is necessary. By researching and evaluating interesting topics to debate, students will gain an educated understanding of material and will hopefully also possess the ability to craft an educated argument.