

**COURSE TITLE**

Global Issues: Past, Present and Future

**LENGTH**

Half Year  
Grades 11-12

**DEPARTMENT**

Social Studies

**SCHOOL**

**DATE**

Revision Date: 8/24/2020  
Initial BOE Approval Date (Born on): 6/15/2015

# Global Issues: Past, Present and Future

## I. Introduction/Overview/Philosophy

In the post-Cold War period, there are new global challenges that have presented themselves and require the immediate attention of the citizens of the world. With this in mind, a course entitled Global Issues: Past, Present, Future has been organized to offer juniors and seniors an elective course which examines various global issues, including the history and current state of affairs, while analyzing present and future actions taken to combat and rectify these problems. This course will examine the interdependency of nations and the global impact particular issues have on other countries.

This course is offered to students who are interested in understanding the cause and effect relationships of these unique global challenges and how they have the potential to affect the quality of life for all human beings. Students are expected to stay abreast of current events and continually improve their social studies skills. Assignments will involve higher level thinking as well as class discussions and analysis of primary documents and sources. Research, independent work, collaborative work and decision-making are important to help develop leadership and independent thinking.

The course meets the New Jersey Student Learning Standards, the New Jersey LGBTQ+, Holocaust/Genocide and Amistad mandates. This elective course does not fulfill the United States History graduation requirement.

## II. Objectives

### Course Outline:

1. Global Issues
  - a. Early 20<sup>th</sup> Century Era
  - b. Cold-War Era
  - c. Interwar Era (Era of Unilateral Security)
  - d. Post 9/11 Era
2. Terrorism
  - a. Types
    - 1) Religious
    - 2) Political
    - 3) Ethnic
  - b. Background
    - 1) Cause and effect
  - c. Terrorists
    - 1) Terrorist groups
      - a) Al-Queda
      - b) Hamas
      - c) Palestinian Liberation Front
      - d) Hezbollah
      - e) PKK
    - 2) State sponsors
      - a) Afghanistan
      - b) Iran
      - c) Pakistan

- d) North Korea, Palestine, Libya
- d. Tactics
  - 1) Cells
  - 2) Weapons of mass destruction
    - a) Chemical weapons
    - b) Biological weapons
    - c) Nuclear weapons
- e. Terrorist attacks
  - 1) Middle East
  - 2) Chechnya, Croatia/Bosnia
  - 3) 9/11
- f. Responses to terrorism
  - 1) Homeland Security
  - 2) PATRIOT Act
  - 3) GITMO
  - 4) Torture
    - a) Waterboarding
- 3. Nuclear Proliferation
  - a. Significance for individual countries
  - b. History
    - 1) Manhattan Project
    - 2) World War II
    - 3) Cold War
  - c. Present day nuclear powers
  - d. International cooperation
    - 1) Nuclear Non-Proliferation Treaty
    - 2) IAEA
  - e. Unsanctioned nuclear activity
    - 1) Iraq
    - 2) North Korea
  - f. Potential nuclear threats
    - 1) Pakistan/India
    - 2) Iran
  - g. Arguments for proliferation
    - 1) Mutually Assured Destruction (MAD)
  - h. Arguments against proliferation
    - 1) Baruch Plan
- 4. Illegal Drug Trafficking
  - a. Definition
  - b. Steps
  - c. Groups that combat drug trafficking
  - d. Regions involved in global drug trade
  - e. Mexican drug trade
- 5. Human Rights
  - a. Definition
    - 1) Civil disobedience
  - b. History of human rights movement
  - c. United Nations

- 1) Universal Declaration of Human Rights
- d. Human rights violations
  - 1) POWs
  - 2) Political prisoners
- e. Amnesty International
6. Genocide
  - a. Definition
  - b. Ethnic nationalism
  - c. Ethnic cleansing
    - 1) Armenia
    - 2) Holocaust
    - 3) Cambodia
    - 4) Yugoslavia
    - 5) Rwanda
    - 6) Darfur
7. Poverty
  - a. Causes of world poverty
    - 1) Industrial v. nonindustrial
  - b. Effects
    - 1) Hunger
    - 2) AIDS
      - a) World Health Organization (WHO)
  - c. Statistics
  - d. Solutions
    - 1) International aid
      - a) World Bank
      - b) Debt relief
    - 2) Free trade
      - a) NAFTA
      - b) CAFTA
8. Economics
  - a. Globalization
    - 1) Outsourcing
      - a) Sweatshops
    - 2) Euro
    - 3) China – blend of communism and capitalism

### **Student Outcomes:**

Other than general proficiencies that are expected of students in classroom situations, it is expected that students in the course will achieve the following goals:

- To understand the desire of people for greater political power (locally, nationally and globally) and how that desire can contribute to both political, social and economic instability and conflict.
- To explain the struggle for power among various societies and how it often manifests in the form of violence.
- To explain how ethnically/religiously driven nationalism threatens peace and security.
- To explain the concept of human rights and how it is violated in various parts of the world.
- To explain economic, political and military methods used to encourage and enforce the observance of

human rights worldwide.

- To explain how nuclear proliferation and acts of terrorism have redefined the nature of war and the concept of security.
- To explain how the conditions of disease, natural disasters, warfare, poverty and futile governments contribute to political and social instability and conflict.
- To explain the relationship between humans and the environment and analyze the effects of human behavior and actions.
- To explain how the growing global population presents a strain on natural resources.
- To analyze how the reallocation of resources can minimize the potential for economic problems.
- To explain how only under the conditions of stability and security can economic advancement flourish.
- To make use of technology including computers and the Internet.
- To explain the impact of international organizations and non-governmental organizations on relations between nations.
- Analyze the development of important global issues that are presented in this course.
- Identify the importance of the role of the United States in the global issues that are presented in this course.
- Construct research paper, properly delineated and documented, based on accepted techniques for doing such a paper.
- Effectively use the available technology in the preparation of projects, oral presentations and research papers.
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

## ***New Jersey Student Learning Standards***

### ***CAREER READY PRACTICES***

#### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRP2 Apply appropriate academic and technical skills.***

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

#### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9. Model integrity, ethical leadership and effective management.***

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.

***CRP10. Plan education and career paths aligned to personal goals.***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.

They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

***Strand A. Technology Operations and Concepts***

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

***Strand C. Communication and Collaboration***

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

***Strand D. Digital Citizenship***

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

***Strand E. Research and Information Fluency***

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand D. Abilities for a Technological World***

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand C. Career Preparation:***

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

- 6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.
- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 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.
- 6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 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.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.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.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.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 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.
- 6.1.12.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.
- 6.1.12.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.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.
- 6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.
- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 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.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives 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, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

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.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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.

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 overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **III. Proficiency Levels**

This elective course is designed for eleventh and twelfth grade students. No prerequisites are required.

### **IV. Methods of Assessment**

#### *Student Assessment*

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports

- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### **V. Grouping**

All eleventh and twelfth grade students are eligible to enroll in this class.

### **VI. Articulation/Scope & Sequence/Time Frame**

This is a one-semester elective open to 11-12 grade students without any prior requirements of prerequisites.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- Rutherford High School Library database
- *Time Magazine*
- *Newsweek*
- *The New York Times*
- *Wall Street Journal*
- Numerous hand-outs from newspapers and magazines are used for class discussion.
- There are reference materials available in the library on careers in political science and international relations.
- Audio-Visual Materials
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

### **VIII. Suggested Activities**

- Field trip to United Nations
- Debates
- position papers
- oral presentations
- *Geo-fantasy Politics* simulation game

### **IX. Methodologies**

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

## **X. Interdisciplinary Connections**

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Visual learning
- Chunking
- Jigsaw Activities
- Guided reading
- Graphic organizers
- Partner and group work
- Guided notetaking
- Multimedia approach
- Teacher and peer notes
- Outlines
- Review videos
- Modification of content

### *Differentiation for Enrichment*

- Student driven projects
- Real world problems and scenarios
- Inquiry based instruction
- Elevated discussion of textual connections
- Critical thinking questions

- Independent study
- Suggested supplemental reading

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

| Unit Topic   | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students  | Standards   | Assessments   |
|--|----------------|--|---|---|
| <b>Fantasy Geopolitics</b> <ul style="list-style-type: none"> <li>● Intro to game platform</li> <li>● Fantasy Geopolitics rules, guidelines and scoring</li> <li>● Research for draft</li> <li>● Draft</li> <li>● Headline news analysis</li> </ul>  | 1 week         | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Multi-media approach</li> <li>● Modification of content and student products</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Suggested supplemental reading</li> </ul> | 6.1.12.A.15.a-f<br>6.1.12.B.15.a<br>6.1.12.C.15.a-b<br>6.1.12.D.15.a-d<br>6.1.12.A.16.a-c<br>6.1.12.B.16.a<br>6.1.12.C.16.a-c<br>6.1.12.D.16.a-c<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>RH.11-12.7-9<br>WHST.11-12.6-9<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Draft Research Packet</li> <li>● Draft Challenges</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Headline News Analysis</li> </ul>  |
| <b>Foreign Policy and the Cold War</b> <ul style="list-style-type: none"> <li>● Definition of foreign policy</li> <li>● Bodies that orchestrate foreign policy</li> <li>● History of the Cold War</li> <li>● Impact of the Cold War on global politics</li> <li>● History and functions of the United Nations</li> </ul> | 2 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Crash Course #37 – Cold War</li> <li>● Outline for writing assignment</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Real world problems and scenarios</li> </ul>                                  | 6.1.12.A.15.a-f<br>6.1.12.B.15.a<br>6.1.12.C.15.a-b<br>6.1.12.D.15.a-d<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4   | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Mind Map – How Foreign Policy Is Made</li> <li>● Research and analyze a current event related to foreign policy</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Vice Special Report - “A World In Disarray” Essay</li> </ul> |

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|---|----------------|---|--|--|
|   |                |   | 8.1.12.E.1<br>RH.11-12.2-10<br>WHST.11-12.4-10   |  |
| <b>Terrorism</b> <ul style="list-style-type: none"> <li>• Defining Terrorism</li> <li>• Types of terrorism</li> <li>• Terrorism (types)</li> <li>• Causes/effects of terrorism</li> <li>• Terrorist tactics</li> <li>• Responses to terrorism (Homeland Security, PATRIOT Act, GITMO, Torture)</li> </ul>   | 3 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>• Teacher/peer notes</li> <li>• Multimedia approach</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>• Inquiry based instruction</li> <li>• Suggested supplemental reading</li> </ul> | 6.1.12.A.6.a-b<br>6.1.12.B.6.a-b<br>6.1.12.C.6.a-c<br>6.1.12.D.6.c<br>6.3.12.A.2<br>6.3.12.D.1<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1<br>RH.11-12.1-6<br>WHST.11-12.6-10 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• What is Terrorism Webquest</li> <li>• Research and analyze a current event related to terrorism</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Unit Test- Multiple choice and Essay on Terrorism and foreign policy</li> </ul>   |
| <b>Nuclear Proliferation</b> <ul style="list-style-type: none"> <li>• Significance for individual countries</li> <li>• History of nuclear weapons</li> <li>• Present day nuclear powers</li> <li>• International cooperation</li> <li>• Unsanctioned nuclear activity</li> <li>• Potential nuclear threats</li> <li>• Arguments for proliferation</li> <li>• Arguments against proliferation</li> <li>• Benefits of nuclear energy</li> </ul> | 3 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>• Guided notetaking</li> <li>• Graphic organizers</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>• Independent study- Internet research</li> </ul>                                  | 6.1.12.A.15.a-f<br>6.1.12.C.15.a<br>6.1.12.D.6.b<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>RH.11-12.1-10<br>WHST.11-12.1<br>WHST.11-12.6-10<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1                              | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>• Atoms for Peace roundtable discussion</li> <li>• Research and analyze a current event related to nuclear proliferation or energy</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>• Quiz on history of nuclear proliferation</li> <li>• Nuclear Energy Brochure</li> </ul> |



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|   |                |  | 8.2.12.D.4  |   |
| <b>Illegal Drug Trafficking</b> <ul style="list-style-type: none"> <li>● Definition</li> <li>● Steps</li> <li>● Groups that combat drug trafficking</li> <li>● Mexican drug trade</li> <li>● Regions involved in drug trade</li> <li>● Debate over legalization</li> </ul>  | 3 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Partner/group research</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Inquiry based instruction</li> </ul> | 6.1.12.C.14.a-b<br>6.1.12.A.15.b-c<br>6.1.12.A.16.a<br>6.3.4.A.1<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>RH.11-12.1-10<br>WHST.11-12.2-10<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1                 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● History of Drugs in America Online Timeline</li> <li>● Mexican Drug War Webquest</li> <li>● Research and analyze a current event related to drug trafficking</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Quarter 1/Quarter 3 Benchmark- Illegal Drug Trafficking Research Project</li> </ul> |
| <b>Human Rights</b> <ul style="list-style-type: none"> <li>● Definition</li> <li>● History of human rights movement</li> <li>● Universal Declaration of Human Rights</li> <li>● Human rights violations worldwide</li> <li>● International Criminal Court</li> <li>● NGO's (Human Rights Watch, Amnesty International)</li> <li>● Genocide</li> <li>● Ethnic nationalism</li> <li>● Ethnic cleansing</li> </ul> | 3 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Guided reading</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Critical thinking questions</li> </ul>                                     | AMISTAD<br>6.2.12.A.6.a-d<br>6.2.12.B.6.a<br>6.2.12.A.5.e<br>6.2.12.B.5.e<br>6.2.12.A.4.c-d<br>HOLOCAUST<br>LGBTQ+<br>6.3.12.A.1-2<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Universal Declaration of Human Rights Analysis &amp; Discussion</li> <li>● Research and analyze a current event related to human rights</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● NGO Petition Project</li> </ul>  |

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|  |                |  | 8.1.12.E.1<br>RH.11-12.4-10<br>WHST.11-12.4-10   |   |
| <b>Poverty</b> <ul style="list-style-type: none"> <li>● Causes of world poverty</li> <li>● Effects</li> <li>● Statistics</li> <li>● Solutions</li> </ul>                         | 2 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Visual learning through videos and maps</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Student driven project</li> <li>● Suggested supplemental reading</li> </ul> | 6.2.12.A.6.a<br>6.2.12.B.6.a<br>6.2.12.C.6.a-c<br>6.3.4.C.1<br>6.3.12.D.2<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>9.2.12.C.4,7,8<br>RH.11-12.7-9<br>WHST.11-12.4-6<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1           | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● United Way Skittles Simulation</li> <li>● Daily Food Intake Country Comparison</li> <li>● Research and analyze a current event related to poverty</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Unit Test- Human Right and Poverty essay and multiple choice</li> </ul>        |
| <b>Globalization</b> <ul style="list-style-type: none"> <li>● Causes/effects</li> <li>● Outsourcing</li> <li>● Global trade</li> <li>● European Union</li> <li>● Asia</li> </ul> | 3 weeks        | <i>For Support:</i> <ul style="list-style-type: none"> <li>● Chunking</li> <li>● Jigsaw activity</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Elevated discussions of textual connections</li> </ul>                          | 6.1.12.C.12.a<br>6.1.12.C.12.c-d<br>6.1.12.D.12.a<br>6.1.12.D.12.c-d<br>CRP1,2,4,5,6,7,8,9,10,11,12<br>9.2.12.C.4,7,8<br>RH.11-12.1-10<br>WHST.11-12.4-7<br>8.1.12.A.2<br>8.1.12.B.1<br>8.1.12.C.1<br>8.1.12.D.4<br>8.1.12.E.1<br>8.2.12.D.4 | <i>Formative Assessment:</i> <ul style="list-style-type: none"> <li>● Globalization Role Sheet Activity</li> <li>● Trade Simulation</li> <li>● Research and analyze a current event related to globalization</li> </ul> <i>Summative Assessment:</i> <ul style="list-style-type: none"> <li>● Quarter 2 or Quarter 4 Benchmark – Debate Project – Pros/Cons of Globalization</li> </ul> |

