

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Global Studies

October 2012

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Global Studies

Global Studies is a full-year course designed to help students develop organizational, reading, researching, writing, interactive, and analytical skills through the study of the following regions: Africa, the Middle East, Central Asia, Latin America, South Asia, Southeast Asia, and East Asia.* Each region of study incorporates an emphasis on the following themes: geography and culture, historical highlights, and contemporary challenges. Students will have ample opportunities to examine unique cultural characteristics and reflect learning through a variety of mediums. The selection of contemporary challenges will be determined by current events and often incorporates multiple case studies.

Prior to our regional inquiry, students will be introduced to common global concerns that will be focused upon later, such as self-determination, human rights, and sustainable development. Particular attention will be paid to the manner in which globalization has brought various regions of the world “closer.”

The course is also intended to provide a hands-on opportunity for students to resolve problems and assess the manner in which nations have related toward one another in the past and present. Therefore, the course includes simulations whereby students represent interest groups pertinent to an issue of international concern and engage in problem resolution. The course also includes an examination of the role that the United Nations plays in world affairs and a study of how it functions.

* At times, teachers may opt to follow a conceptual, rather than a regional approach in order to emphasize cross cultural concerns and/or patterns in world history. Also, the sequence of regions listed below may at times change to allow for the sharing of resources among sections.

Pacing Guide

Unit #	Title	Days	Pages
1	Introduction to the Global Community	3	7-11
2	Land, Culture, and Historical Highlights of the Middle East	8	12-16
3	Contemporary Issues of the Middle East	10	17-22
4	Central Asia: Land, Culture, and Historical Highlights	7	23-27
5	Africa: Land, Culture, and Historical Highlights	8	28-32
6	Africa: Contemporary Issues	8	33-38
7	South Asia: Land, Culture, and Historical Highlights	5	39-44
8	Southeast Asia: Land, Culture, and Historical Highlights	4	45-50
9	East Asia: Land, Culture, and Historical Highlights	7	51-56
10	East Asia: Contemporary Issues	9	57-62
11	Latin America: Land, Culture, and Historical Highlights	5	63-67
12	Latin America: Contemporary Issues	7	68-72
13	Introduction to the UN and International Law	5	73-76

Common Core Standard Key

L	Language Standards
RF	Reading Standards: Foundational Skills (K-5)
RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
SL	Speaking and Listening Standards
W	Writing Standards
NCSS	National Council of Social Studies

New Milford Public Schools

Committee Member: Michael Abraham Unit 1: Introduction to the Global Community	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 3
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • WHST.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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Tremendous linguistic, ethnic, and cultural diversity exists across the globe. • Analysis of different regional histories often reveals patterns of development similar to others. • Disparities in levels of development exist among nations. 	<ul style="list-style-type: none"> • What is meant by the expressions “global community” and “global village”? • What factors account for the variation in levels of development that exists among nations? • What are some of the greatest challenges facing the global community today?

<ul style="list-style-type: none"> • Through advances in technology, communication, and trade, the nations of the world have become increasingly linked. • Nations formulate treaties, blocs, and alliances to advance common interests. • The desire to attain global stability and well-being has prompted the formation of international treaties, alliances, and organizations. 	<ul style="list-style-type: none"> • What mechanisms exist to meet these challenges? • What mechanisms need to be developed? • What should the scope of the United Nations be in addressing major world issues?
Expected Performances What students should know and be able to do	
<p>Students should know:</p> <ul style="list-style-type: none"> • The meaning of the term “geopolitical region” • The difference between a developed and a developing nation • Commonly perceived notions of human rights • The purpose of regional blocs such as NATO, the OAS, ASEAN, the Arab League, and the AU <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe how nations have become increasingly linked through advances in technology • Explain the challenges that increasing population poses • Describe advances • Describe the concept of human rights 	
Character Attribute	
<ul style="list-style-type: none"> • Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Students cite the resources they use. • Students use text, people, and electronic resources to locate and to organize information for classroom assignments. • Students can find and evaluate information related to a current or historical person or event using digital resources. • Students can identify, research, and collect data on an environmental issue using digital issue and propose an environmentally appropriate solution. • Students use a variety of technology resources for directed and independent learning. 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Using a world map as a tool, teacher describes common classifications or designations of geopolitical regions including the regions that the Global Studies course is organized around (e.g., Sub-Saharan Africa).
- Teacher introduces students to patterns in world history and includes terms such as indigenous civilization, colonization, imperialism, self-determination, and autonomy.
- Teacher facilitates discussion that allows students to define terms relating to Global Studies such as colonization, independence, developed nations, developing nations, and emerging nations.
- Teacher provides overview that includes charts and diagrams portraying how the United Nations functions.

Learning Activities:

- Students will discuss reasons for classifications or designations of geopolitical regions.
- Students will complete “Geo-Quest” whereby they have to locate a fabled city such as Timbuktu by following a trail of geographic references.
- Students will describe a list of Global Studies terms and concepts that includes the following:
 - Indigenous peoples
 - Colonization
 - Imperialism
 - Nationalism
 - Sovereignty
 - Developing nation
 - Developed nation
 - Emerging power
 - Geo-political region
 - Regional bloc
 - Alliance
 - Cold War
 - Diplomacy
 - Embargo
 - Emerging power
 - Human rights
 - Non-governmental organization
 - Normal relations
 - Nuclear proliferation
 - Nuclear Non-Proliferation Treaty (NPT)
 - Sanctions
 - Sustainable development
 - Trade deficit
 - United Nations
- Students list members of the following regional blocs:
 - African Union (AU)
 - Arab League

- Association of Southeast Asian Nations (ASEAN)
- North Atlantic Treaty Organization (NATO)
- North American Free Trade Agreement (NAFTA)
- Organization of American States (OAS)
- Students describe the functions of the following organizations of the United Nations: General Assembly, Security Council, Secretariat, International Court of Justice, Economic and Social Council, Trusteeship Council
- Students research a current global issue by visiting a website and present it to the class.

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> ● Evidence of nightly research ● Participation in class discussion ● Presentation of a global current event

Suggested Resources

- “The Challenge of Nuclear Weapons”. CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Feb. 2006. Print.
- “Competing Visions of Human Rights: Questions for U.S. Policy.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. 10 May 2012.
- Gettleman, Jeffrey. “Armed and Underage.” The New York Times Upfront, 4 Oct. 2010: 12-15. Print.
- “Global Environmental Problems: Implications for U.S. Policy.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Thirteenth Edition. Feb. 2009.
- International Criminal Court (ICC). “About the Court” 4 May 2012, 10 May 2012.
- “International Trade: Competition and Cooperation in a Globalized World.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. First Edition. Feb. 2009, 10 May 2012.
- “Jackson, Robert M. Ed. “Global Issues. 09/10” Annual Editions. New York: McGraw-Hill, 2010. Twenty-fifth edition. Print.
- The York Times Upfront. “Special Issue: World Affairs 2012”. The New York Times. 14&28. Nov. 2011. Vol. 144. Print.
- Sanger, David. “America’s Challenges 2011.” The New York Times Upfront, 6 Sept. 2010.
- Smith, Patricia. “Stay Tuned for What Happens Next.” The New York Times Upfront 9 May 2011: 10-13. Print.
- Smith, Patricia. “America & The World: The Challenges Ahead.” The New York Times Upfront, 18. Jan. 2010: 20-23. Print.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). “Introducing UNESCO, What we Are”. 4 May 2012.

- United Nations Educational, Scientific and Cultural Organization (UNESCO). "World Heritage Sites". 4 May 2012.
- United Nations Human Rights - Office of the High Commission on Human Rights – Human Rights Council 4 May 2012.
- United Nations "Main Bodies of the United Nations" 4 May 2012.
- United Nations "The United Nations at a Glance" 4 May 2012.
- United Nations "The Universal Declaration of Human Rights" 4 May 2012.
- United Nations Office of the High Commission on Human Rights "The Geneva Convention on Prisoners of War" 4 May 2012.
- United Nations Environment Programme 2003. 4 May 2012.
- "The U.S. Role in a Changing World". THE CHOICES PROGRAM. Watson Institute for International Studies. Brown University. Sept. 2004. Print.
- Zakaria, Fareed. "The Rise of the Rest." The New York Times Upfront 1 & 15 Dec. 2008.

New Milford Public Schools

Committee Member: Michael Abraham Unit 2: Land, Culture, and Historical Highlights of the Middle East	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 8
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.. • WHST.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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Water is a limited resource. • Proximity to the desert influences the culture and lifestyle of the region's people. • Religious and linguistic diversity exists within the Middle East. 	<ul style="list-style-type: none"> • How has geography and climate influenced the culture of the Middle East? • In what ways are the monotheistic religions that originated in the region alike and different?

<ul style="list-style-type: none"> • Judaism, Christianity, and Islam each arose within the region. • In time, Islamic civilization spread throughout the region known as the Middle East as well as other parts of Asia and Africa. 	<ul style="list-style-type: none"> • Why Islam is often referred to as a way of life? • How did the creation of an Islamic civilization prompt a highly developed artistic and scientific civilization over time?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The major physical and political features located within the Middle East • The events and accompanying time periods that prompted the rise of Judaism, Christianity, and Islam • The major tenets of the monotheistic religions that arose within the region • The factors that accounted for the expansion of Islamic civilization as well as the features of Islamic civilization <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Distinguish between sedentary and nomadic cultures of the region • Identify commonly spoken languages by name and location spoken within the region • Contrast the rituals and major tenets of the monotheistic faiths • Distinguish cultural characteristics of the region such as cuisine, craft-making, architecture, music, and poetry • Cite critical events and turning points in the region's history that impacted the political climate of the region for years to come 	
Character Attribute	
<ul style="list-style-type: none"> • Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> • Students demonstrate an understanding of plagiarism and its consequences. • Students use correct bibliographic citation for Internet resources. • Students use text, people, and electronic resources to locate and to organize information for classroom assignments. • Students use technology tools to locate, organize, and evaluate information. • Students analyze and evaluate the accuracy and credibility of web resources. • Students use a variety of technology resources for directed and independent learning. • Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology. • Students communicate information and ideas effectively to multiple audiences using a variety of media and formats • Students develop cultural understanding and global awareness by engaging with learners of other cultures 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents an overview of the geography, cultural, and historical highlights of the region in the form of a slide show.
- Teacher provides background readings and focus questions on the evolution of monotheism.
- Teacher leads students through jigsaw reading activity on Islam as a way of life. Individual readings will include readings on the origins of the faith, Bedouin culture, the importance of prayer, the observance of Ramadan, and a personal account of the hajj or pilgrimage to Mecca. Additional readings may include Islamic dress and rules for conduct as prescribed in the Quran.

Learning Activities:

- Students will fill in an outline map of the region that identifies nations and the following physical features:
 - Tigris
 - Euphrates
 - Nile
 - Jerusalem
 - Mecca
 - Medina
 - Baghdad
 - Damascus
 - Cairo
 - Beirut
 - Red Sea
 - Sinai Peninsula
 - Sahara
 - Strait of Hormuz
 - Persian Gulf
 - Strait of Gibraltar
- Students will read notable sources that describe religious and cultural features.
- Students will complete a cultural enrichment project in which they present on an aspect of Middle Eastern culture (see sample activities).
- Students will complete sketches of important religious edifices such as mosques, temples, and churches and note differences in architectural styles.
- Students will analyze religious texts and contrast tenets of the monotheistic faiths.
- Students will locate, identify, or describe the following terms:
 - Ramadan
 - Hegira
 - Hajj
 - Quran
 - Mosque
 - Muezzin
 - Minaret
 - Sharia
 - Caliph

- Sunni
- Shia
- Dhow
- Strait of Gibraltar
- Al - Andalusia

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To develop an appreciation of the culture of the region by completing a cultural enrichment project (see “Culture Projects”)</p> <p>Role: Student or initiative researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Student will research information and synthesize it into a presentation.</p> <p>Product: Informational poster, painting, poem, Prezi, PowerPoint, Photostory video, or other finished product that the student shares with the class</p> <p>Standards for Success: Independent project rubric (see “Rubrics”) or NMHS information literacy rubric</p>	<ul style="list-style-type: none"> ● Class discussion ● Reading quizzes ● Student discussion wheels

Suggested Resources

- ARAMCO AND ITS WORLD. “Life in the Desert”. 1981: Print.
- “Arts of the Islamic World.” Freer/Sackler: The Smithsonian Museum’s of Asian Art. The Smithsonian Institution. 2012. Web. 22 May 2012.
- Barks, Coleman, et. Al. translator of Jalal Al-Din Rumi The Essential Rumi. Castle Books. 1997: Print.
- Bullis, Douglas. “From Pilgrim to World Traveler.” Saudi Aramco World. July/August 2000. 18 May 2012. [In-Depth Account of Ibn Battutta’s Travels].
- Burton, Richard. Trans. Arabian Nights: Tales From A Thousand and One_Nights. Modern Library Classics. 1992: Print.
- Fernea, Elizabeth. A Look Behind the Veil. Print.
- Fernea, Elizabeth. Guests of the Sheik. New York. Random House. 1965: Print.
- Hourani, Albert. A History of the Arab Peoples. Harvard University Press. Cambridge. 1991: Print.
- Islamic Arts and Architecture. Follow links to Arabic Writing and Calligraphy. 10

May 2004. 18 May 2012 [www.Islamicarts.com].

- “Islamic Art and Geometric Design”. The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. 2000 – 2012. Web. 17 May 2012.
- Muslim Heritage: Bringing Life to Muslim Heritage. 2012. Web. 18 May 2012. [www.Muslimheritage.com].
- “Islam: Empire of Faith”. Gardner, Robert. Producer. New York. Public Broadcasting System. 2000. Film.
- PBS Global Connections. “The Middle East”. 2012. 18 May 2012. [Follow links to information on monotheism, geography, spread of Islam and more. Excellent overview of origins of monotheism. It has a map with clickable nations, which reveals the ethno-linguistic breakdown.
- Smithsonian Freer Gallery of Art. “Arts of the Islamic World”. 3 May 1998. 18 May 2012. [www.si.edu].

New Milford Public Schools

Committee Member: Michael Abraham Unit 3: Contemporary Issues of the Middle East	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 10
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Nationalism was an important force in the region in the post-WWII era. • The land known as Israel and Palestine has been a major source of contention. • The demise of colonial rule often gave way to the assumption of power by monarchies or dictatorial regimes. • The Islamic world has experienced a struggle between political ideologies that range from secular rule to theocratic governments. • Recent years have witnessed a growing demand for political accountability on the part of the populaces of many Middle Eastern nations. 	<ul style="list-style-type: none"> • How might the Arab-Israeli conflict be resolved or minimized over time? • Is there a place for religion in politics and governance? • Have the forces of technology enhanced the potential for “grassroots” revolutions? • Should external forces such as Western nations and institutions take an active or bystander role in facilitating change in the region?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The political divisions once administered by the Ottoman Empire and the British and French mandate systems • The major events leading to the establishment of the nation of Israel • The impact of dictatorial regimes in nations such as Iraq, Libya, and Syria • The factors accounting for the establishment of religious rule in Iran • The meaning of the term Arab Spring <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe the impact of wars in the Arab-Israeli conflict in terms of changing geographic boundaries and relations between Israelis and Palestinians • Assess various tactics used by Palestinians and Israelis to advance each side’s political aims • Mediate a mock Arab-Israeli peace agreement • Contrast the causes and outcomes of the two Persian Gulf wars fought between the U.S. and Iraq • Describe the chain of events that led to the Islamic revolution in Iran • Describe the chain of events that prompted the Arab Spring • Debate the role that external forces should play in promoting political change in the 	

region
Character Attribute
<ul style="list-style-type: none"> • Honesty
Technology Competencies
<ul style="list-style-type: none"> • Students demonstrate an understanding of plagiarism and its consequences. • Students use correct bibliographic citation for Internet resources. • Students can find and evaluate information related to a current or historical person or event using digital resources. • Students use technology tools to locate, organize, and evaluate information. • Student draws conclusions from a variety of data sources to analyze and interpret information. • Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology. • Students contribute to project teams to produce original works or to solve problems. • Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. • Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources. • Students develop cultural understanding and global awareness by engaging with learners of other cultures. • Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.
Develop Teaching and Learning Plan
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher breaks class into groups. Each group is assigned a case study of a contemporary issue pertaining to the Middle East such as the Arab-Israeli conflict, the modern history of Iraq, the Islamic revolution in Iran, and the Arab Spring. • Teacher presents a slide presentation focusing on highlights of contemporary Middle East history. • Teacher hosts a peace conference between Palestinians and Israelis. • Teacher hosts a debate on the U.S. decision to commence military operations in Iraq in 2003. • Teacher hosts a model UN simulation addressing popular protests in a nation afflicted by the Arab Spring such as Libya or Syria. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will work in teams to perform case studies and short PowerPoint or Prezi presentations on topics such as the Arab-Israeli conflict, the modern history of Iraq, the Islamic revolution in Iran, and the Arab Spring. • Students will define and describe a host of terms pertaining to modern Middle Eastern affairs including the following: <ul style="list-style-type: none"> ○ Occupied territories ○ Western Wall ○ Church of Holy Sepulcher

- Dome of the Rock
- Ottoman Empire
- Refugees
- Intifadah
- Settlers
- Hamas
- Intifada II
- Autonomy
- Moderate
- Extremist
- “Arab Spring”
- Moammar Gadhafi
- 1969 Coup d’etat
- “Rebels”
- “Civil War”
- Tripoli
- Benghazi
- UN Security Council
- Sanctions
- Embargo
- Permanent members
- Veto power
- U.N. Security Council Resolution 1970
- UN Security Council Resolution 1973
- Collective Action (coalition) vs. Unilateral Action
- NATO – North Atlantic Treaty Organization
- Arab League
- No Fly Zone
- Nation Building
- Shah
- Reza Pahlavi
- Muhammad Reza Pahlavi
- Savak
- Ayatollah Khomeini
- Great Satan
- Muhammad Khatami
- Reformers and hardliners
- Mahmoud Ahmadinejad
- Nuclear Nonproliferation Treaty
- Students will participate in a peace conference between Palestinians and Israelis.
- Students will participate in a debate on the U.S. decision to commence military operations in Iraq in 2003.
- Students will research the Arab Spring and produce a written analysis of how a specific nation has been impacted by it.
- Students will participate in a model UN simulation on addressing popular protests in a nation afflicted by the Arab Spring.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To develop an understanding of the competing political forces at work in the contemporary Middle East</p> <p>Role: Ambassador or representative non-governing organization (NGO)</p> <p>Audience: Other participants in simulation</p> <p>Situation: The student will engage in a mock United Nations meeting on a political problem in the Middle East.</p> <p>Presentation: The student will represent a nation or interest group in resolving a political problem.</p> <p>Standard for Success: Model UN or Conflict Resolution scoring rubric</p>	<ul style="list-style-type: none"> • Presentation rubrics for PowerPoints and Prezis • Student discussion wheels • Class discussion responses
Suggested Resources	
<ul style="list-style-type: none"> • “The Arab Awakening”. Al-Jazeera. 20 Feb. 2012. 18 May 2012. Film. • BBC News – “Middle East.” BBC 2012. 17 May 2012 [www.BBCNews.com/]. • Cooper, Helene “Solution on Syria Remains Elusive for the White House.” The New York Times. 5 Feb. 2012. 10 May 2012. • “A Death in Tehran.” PBS Frontline. 17 Nov. 2009. WGBH Education Foundation. 2012. 17 May 2012. Film. • Finkel, Michael “Aiming to Die.” NY Times Upfront 16 Jan. 2001 Print. • Fisher, Marc. “In Tunisia, Act of one Fruit Vendor Unleashes Wave of Revolution Across the Arab World”. The Washington Post. 26 March 2011. Print. • “Iran Through the Looking Glass: History, Reform and Revolution.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Second Edition. 10 May 2012. • “A Global Controversy: The United States Invasion of Iraq.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. August 2011. • “History of Failed Peace Talks” - BBC News – 26 Nov. 2007. 18 May 2012. • “Tracing the History of the Arab-Israeli Conflict”. BBC News. Very good set of maps and outline of the conflict. 18 May 2012. • “The Mideast: A Century of Conflict” National Public Radio 18 May 2012. [www.npr.org]. • The New York Times Middle East. 2012. 17 May 2012. [www.nytimes.com]. 	

- “Obama’s Address in Cairo”. The New York Times. 2 June 2009. 18 May 2012. Film.
- “One Land, Two Peoples.” Washington Post. 18 May 2012.
- “A Performance Based Road Map to a Two State Solution to the Israeli-Palestinian Conflict”. U.S. Department of State. 18 May 2012.
- “The Road Map to Peace” Council on Foreign Relations. 7 Feb. 2005. 18 May 2012. [www.cfr.org].
- Price, Sean “The Mother of All Battles.” The New York Times Upfront. 28 March 2003. Print.
- Roberts, Sam. “1967: The Six Day War.” New York Times Upfront. 14 April 2007. Print.
- Shipler, David. Arab and Jew: Wounded Spirits in a Promised Land. Penguin Books. New York. 2001: Print.
- Smith, Patricia. “Arab Spring: What’s Next.” The New York Times Upfront. 19 Sept. 2011. Print.
- “Spencer, Dr. William. Ed. “The Middle East.” Global Studies New York: McGraw-Hill, 2004. Tenth edition. Print.
- “Syria Undercover.” PBS Frontline. 8 Nov. 2011. WGBH Education Foundation. 2012. 17 May 2012. Film.
- Tavernise, Sabrina. “Is Iraq Coming Apart?” The New York Times Upfront. 24 April 2006. Print.

New Milford Public Schools

Committee Member: Michael Abraham Unit 4: Central Asia: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 7
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Central Asia has been a crossroads for great civilizations. • Afghanistan became a hot spot between the U.S. and the Soviet Union during the Cold War. • After the Cold War, the Taliban filled a power vacuum and imposed a harsh form of Islamic law. 	<ul style="list-style-type: none"> • Why has Central Asia been of increased strategic importance since the early 20th century? • Are outside nations responsible for the development of Central Asian nations such as Afghanistan? • Can political military organizations such as the Taliban be defeated militarily?

<ul style="list-style-type: none"> • Afghanistan became the center of operations for Al-Qaeda training and the planning of the attacks of Sept. 11, 2001, on U.S. territory. • The U.S. has been engaged in a protracted war in Afghanistan since 2001. 	<ul style="list-style-type: none"> • Does the future offer greater promise for Afghans, particularly women and minorities?
Expected Performances What students should know and be able to do	
<p>Students should know:</p> <ul style="list-style-type: none"> • The major physical and political features of Central Asia • The major ethnic and linguistic groups of Central Asia <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the influence of Islamic culture on Afghanistan and Central Asia • Describe the importance of Central Asia to Britain and Russia at the turn of the 20th century • Explain the importance of Afghanistan to the superpowers during the Cold War • Describe how the Taliban rose to power in the 1990's and impacted life in Afghanistan • Explain why the U.S. attacked and occupied Afghanistan in the wake of the attacks against the U.S. on Sept. 11, 2001 • Assess U.S. led efforts to transform Afghanistan politically and debate the future course of U.S. efforts in the region 	
Character Attribute	
<ul style="list-style-type: none"> • Compassion 	
Technology Competencies	
<ul style="list-style-type: none"> • Students use correct bibliographic citation for Internet resources. • Students use text, people, and electronic resources to locate and to organize information for classroom assignments. • Students can find and evaluate information related to a current or historical person or event using digital resources. • Students draw conclusions from a variety of data sources to analyze and to interpret information. • Students use a variety of technology resources for directed and independent learning. • Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. • Students contribute to project teams to produce original works or solve problems. • Students develop cultural understanding and global awareness by engaging with learners of other cultures. 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents a slide show portraying historical highlights of Central Asian history such as the expansion of Alexander the Great's empire into the region or that of the Mongol empire.
- Teacher provides overview on the nature of the Cold War and the rivalry between the U.S. and Soviet Union.
- Teacher presents timeline on Afghan history in the 20th century.
- Teacher hosts debate on the future course of U.S. involvement in Afghanistan.

Learning Activities:

- Students will analyze documents that offer an introduction to Afghanistan such as physical/political maps, a timeline, and an overview of Afghan history.
- Students will perform independent research on the modern history of Afghanistan.
- Students will read, discuss, and take quizzes on The Kite Runner.
- Students will debate the future course of U.S. involvement in Afghanistan.
- Students will locate the following places:
 - Hindu Kush
 - Kabul
 - Kandahar
 - Heart
 - Ferghana Valley
 - Buzkhashi
 - Khyber Pass
 - Students will describe the importance of the following:
 - Pashtuns
 - Tajiks
 - Hezara
 - Cold War
 - Mujahadeen
 - Power Vacuum
 - Taliban
 - Al-Qaeda
 - Provisional Government
 - Loya Girga
 - N.A.T.O.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To formulate an opinion as to what the future course of action should be for the U.S. in Afghanistan.</p> <p>Role: Debater</p> <p>Audience: Panel of judges and debate opponents</p> <p>Situation: Students will trace the actions of the U.S. in Afghanistan in 2001 and offer a recommended course of action.</p> <p>Performance: Participation in debate</p> <p>Standard for Success: Debate rubric</p>	<ul style="list-style-type: none"> • Responses to class discussion • Reading quizzes on <u>The Kite Runner</u> • Summary test
Suggested Resources	
<ul style="list-style-type: none"> • BBC News – “Afghanistan.” BBC 2012. 17 May 2012 [www.BBCNews.com/]. • Bearden, Milt. “The Pashtuns of Afghanistan: Alexander the Great also got in trouble here.” The New York Times. 31 March 2004. 10 May 2012. • “Behind Taliban Lines.” PBS Frontline. 23 Feb. 2010. WGBH Education Foundation. 2012. 17 May 2012. Film. • Cooper, Helene – “Fearing Another Quagmire.” New York Times Upfront, 27 Oct. 2009. Print. • Dominus, Susan. “What Freedom Brings: Afghan Girls Return to School.” Reader’s Digest. • Giradet, Edward. “Afghanistan: Between War and Peace.” National Geographic. Nov.2002. Print. • Hosseini, Khaled. The Kite Runner. Penguin. New York. 2003: Print. • “Inside Afghanistan.” Junior Scholastic, 8 Feb. 2010. Print. • Kowalski, Kathlann M. “A Home to Many: Ethnic Groups of Afghanistan.” Faces March 2006, Vol. 22 Issue 7. 10 May 2012. • “Obama’s War.” PBS Frontline. 13 Oct. 2009. WGBH Education Foundation. 2012. 17 May 2012. Film. • FACES. Nordland, Rod. “In Bold Display, Taliban Order Stoning Deaths.” The New York Times. 16 August 2010. Print. • Paul, Lawrence – “How We Got There.” The New York Times Upfront, 8 Feb. 2010. Print. • “The Secret War.” PBS Frontline. 8 Nov. 2011. WGBH Education Foundation. 2012. 17 May 2012. Film. • Rubin, Alyssa. “Attack Adds to Signs of an Unstable Afghan Region.” The New York Times. 8 August 2011. Print. 	

- Smith, Patricia. "The Agony of Afghanistan." 12 Nov. 2001. Print.
- "The United States in Afghanistan." CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. September 2011.

New Milford Public Schools

Committee Member: Michael Abraham Unit 5: Africa: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 8
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Africa has a unique climatic pattern due to its position that straddles the equator. • The continent of Africa consists of thousands of ethnic groups, linguistic groups, and cultural backgrounds. • Prior to outside colonization, many city-states flourished in Africa that were loosely linked through trade. • In time, outsiders including Arab traders and European nations exploited many of Africa’s resources and eventually colonized most of the continent. • The impact of colonial rule varied throughout the continent and ultimately led to a blending of outside and indigenous influences. 	<ul style="list-style-type: none"> • Can one speak of a “common African heritage”? • In what ways might pre-colonial African civilizations be described as rich? • What was the long-term impact of European colonization of Africa?

Expected Performances

What students should know and be able to do

Students should know:

- The physical features that are the most prominent in Africa
- The range of climate zones that exist in Africa
- That tremendous ethnic, linguistic, and cultural variety exists in Africa
- That African city-states and communities were gradually subjected to outside exploitation for human resources, natural resources, and land

Students should be able to:

- Contrast the habitats and lifestyles of select African ethnic groups
- Describe the level of advancement of pre-colonial African city states such as Ghana, Mali, Songhai, and Great Zimbabwe
- Describe the impact of the trans-Atlantic slave trade on Africa
- Describe the link between early European explorers and the eventual European colonization of Africa
- Describe the importance of the Conference of Berlin for the future fate of Africa
- Acknowledge colonial rivalries and areas of claim that exist during the period of colonization
- Describe the colonial legacy in Africa

Character Attribute

- Perseverance

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students use text, people, and electronic resources to locate and to organize information for classroom assignments.
- Students use technology tools to locate, organize, and evaluate information.
- Students analyze and evaluate the accuracy and credibility of web resources.
- Students use a variety of technology resources for directed and independent learning.
- Students develop and implement a project using online resources.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students collaborate in the creation of a multi-media slide show containing text and graphics.
- Students contribute to project teams to produce original works or solve problems.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents a PowerPoint portraying geographical and cultural images of Africa.
- Teacher leads teams through case studies of select African ethnic groups.
- Teacher directs reading for information activity on the city of Timbuktu at its height.
- Teacher presents slide show portraying the outline of European exploration and colonization of Africa.

Learning Activities:

- Students will analyze physical/political maps of sub-Saharan Africa.
- Students will work in small teams to perform case studies of assigned ethnic groups from sub-Saharan Africa and share their research with other teams in the form of a wall display or oral presentation.
- Students will complete a cultural enrichment project or virtual museum tour that focuses on an aspect of African history or culture.
- Students will perform online research of pieces of traditional African art and adapt images into post-cards that blend aspects of traditional and modern African art.
- Students will role-play various interest groups that took part in deciding the fate of the Congo in the late 19th and early 20th century and stage a “Mock Conference of Berlin” or a “Mock Trial of King Leopold”.
- Students will locate, define, or interpret the following:
 - Sahara
 - Sahel
 - Horn of Africa
 - Kalahari Desert
 - Savanna
 - Swahili
 - Taboo
 - Ritual
 - Rite of Passage
 - Imperialism
 - Colonization
 - Boer

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To develop an appreciation of the culture of the region by completing a cultural enrichment project or virtual museum inquiry</p> <p>Role: Student or initiative researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Student will research information and synthesize it into either a poster or other finished project.</p> <p>Product or Performance: Informational poster, painting, poem, PowerPoint presentation, video, or other finished product that the student shares with the class</p> <p>Standard for Success: Independent project rubric</p>	<ul style="list-style-type: none"> • Participation in mock Conference of Berlin or trial of King Leopold
Suggested Resources	
<ul style="list-style-type: none"> • Achebe, Chinua. Things Fall Apart. Random House. 1959: Print. • “African Influences in Modern Art”. The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. 2000 – 2012. 17 May 2012. • “African People & Culture.” The Africa Guide. 2012. 10 May 2012. • Burke, Fred. World Regional Series: Africa. Houghton Mifflin. Boston. 1974. Print. • Burke, Fred. Africa: Selected Readings. Houghton Mifflin. Boston. 1974. Print. • “Colonialism in the Congo: Conquest, Conflict and Commerce.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. 10 May 2012. • Davidson, Basil. The African Past. Grosset and Dunlap. New York. 1964: Print. • Davidson, Basil. “Africa: The Story of a Continent. Part 3. Caravans of Gold. VHS. Home Vision Select. London. 1983: Film. • Devin, Luis. “Pygmy Peoples: Hunter-Gatherer Peoples of the Central African Rainforest”. [http://: pygmies.org]. • “Dynasty and Divinity: Ife Art in Ancient Nigeria.” Museum for African Art. 21 May 2012. • Harden, Blaine. Ch. 6. “Up from the Swamp”. [Background reading on the Dinka]. Dispatches from a Fragile Continent. Houghton Mifflin. New York. 1990. Print. • Kenyatta, Jomo. “The Gentleman of the Jungle”. P. 241. Through African Eyes. Ed. Leon E. Clark. The Center for International Training and Education (CITE). New York. 1998: Print. 	

- “King Leopold’s Heart of Darkness”. Constitutional Rights Foundation: Bill of Rights in Action. Spring 2000. (v. 16). 21 May 2012.
- Shah, Tahir. “The Islamic Legacy of Timbuktu.” Saudi Aramco World Magazine. Nov./Dec. 1995. 10 May 2012.

New Milford Public Schools

Committee Member: Michael Abraham Unit 6: Africa: Contemporary Issues	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 8
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none">• L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.• NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.• RH.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.• RH.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.• RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.• RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.• SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks.• WHST.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.	

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • African nations emerged from the colonial period relatively unprepared for the challenge of self-government. • Ethnic rivalries and the ascent of single party rule or autocratic rulers often led to civil wars and a host of related economic and social problems. • Due to its wealth of natural resources, sub-Saharan Africa has remained a region ripe for outside interests in both the Cold War and post-Cold war periods. • Recent decades have witnessed a steady rise of multi-party states and economic conditions in some sub-Saharan nations. 	<ul style="list-style-type: none"> • Can African nations rely upon traditional forms of economy or must industry play a greater role in order to meet their needs? • Can alternatives to popular democratic forms of government provide effective governance? • Can more proactive steps be taken in order to ward off civil wars and humanitarian disasters such as those seen in the Great Lakes region and the Horn of Africa in recent decades? • Are African nations and regional blocs capable of solving large-scale humanitarian crises?
Expected Performances What students should know and be able to do	
<p>Students should know that:</p> <ul style="list-style-type: none"> • Most sub-Saharan African nations gained their independence in the decades following the Second World War • The independence movements were largely led by leaders of significant vision and educational background, yet on the whole, African nations were widely under-prepared for the task of self-governance • Ethnic rivalries often erupted due to the colonial borders that served as the starting point for modern nation states • The colonial legacy differed throughout Africa, and in particular the situation for South Africa was unique and in some ways similar to the American civil rights struggle. • “Big men” or autocratic rulers have thwarted development in many nations. • Africa is abundant in natural resources including gold, copper, uranium, and plutonium. • Certain nations such as Rwanda, Sudan, and Somalia have witnessed large scale killings that have raised the question of genocide intervention in the global community <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the paradigm sometimes referred to “Africa’s Cycle of Despair” • Perform case studies of different African nations since the independence period began • Write persuasively about a recommended course of action in a sub-Saharan African nation afflicted by crisis 	

- Argue persuasively about a recommended course of action in a sub-Saharan African nation afflicted by crisis

Character Attribute

- Integrity

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students can find and evaluate information related to a current or historical person or event using digital resources.
- Students use technology tools to locate, organize, and evaluate information.
- Students draw conclusions from a variety of data sources to analyze and interpret information.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students contribute to project teams to produce original works or solve problems.
- Students communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher provides overview reading on nationalism and independence in Africa.
- Teacher assigns teams case studies of modern African nations.
- Teacher assigns document-based position paper on modern case study.
- Teacher sets up mini-debates or UN Security Council meeting on a present day challenge in sub-Saharan Africa.

Learning Activities:

- Students will complete reading for information activity on the independence period in sub-Saharan Africa.
- Students will work in small teams to perform case studies of contemporary political situations in sub-Saharan Africa.
- Students will complete a document-based position paper on a political situation in contemporary Africa.
- Students will share new information learned pertaining to their research paper on a political situation in contemporary Africa in the form of a mini-debate or simulation.
- Students will watch Terry George's film "Hotel Rwanda."

- Students will read a fictional account of a contemporary issue such as Cry the Beloved Country, A Long Walk to Water, Things Fall Apart, or The Poisonwood Bible.
- Students can watch the film “Yesterday”, a portrayal of the impact of HIV/AIDS on a South African village.
- Students will locate, define, or interpret the following terms:
 - Nationalism
 - Autocrat
 - Dictator
 - Developing Nation
 - Genocide
 - Ethnic Cleansing
 - Separatism
 - Proxy War
 - Militia
 - Sustainable Development

Assessments

Performance Tasks	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Option 1: Goal: To produce a coherent well researched and documented position paper on a contemporary political situation in sub-Saharan Africa and share new information learned and opinions developed with the class</p> <p>Role: Student</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Student will outline the problem to classmates</p> <p>Performance: Participation in mini-debate</p> <p>Standards for Success: Persuasive writing rubric, debate rubric, NMHS information literacy rubric, oral participation rubric</p>	<ul style="list-style-type: none"> • Monitoring feedback from class discussions • Reading checkup quizzes • Reflection questions included with guiding questions

Option 2:

Goal: To represent a nation or interest group in a simulated conference addressing a contemporary issue in sub-Saharan Africa

Role: Ambassador or representative

Audience: Fellow ambassadors, representatives, and teacher

Situation: Mock assembly

Performance: Opening speech and participation in drafting of resolution

Standards for Success: Simulation rubric, participation rubric

Suggested Resources

- Achebe, Chinua. *Things Fall Apart*. Random House. 1959: Print.
- BBC News – “Middle East.” BBC 2012. 17 May 2012 [www.BBCNews.com/].
- Block, Robert – “The Tragedy of Rwanda.” *The New York Review*, 20 Oct. 1994. Print.
- Burke, Fred. *Africa*. Houghton Mifflin. Boston. 1974. Print.
- “Confronting Genocide: Never Again?” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Sixth Edition. Oct. 2010, 10 May 2012.
- Davidson, Basil. *The African Past*. Grosset and Dunlap. New York. 1964: Print.
- Edwards, Mike – “Central Africa’s Cycle of Violence.” *National Geographic*, 10 June 1997. 10 May 2012.
- Eger, Christopher. “Belgian Peacekeeper Massacre: 1994 Heroic UN Last Stand in Kigali, Rwanda.” *Military History Suite* 101. 31 March 2007. 10 May 2012.
- “Freedom in our Lifetime: South Africa’s Struggle.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. Print.
- Gettleman, Jeffrey. “Accounts Emerge in South Sudan of 3,000 Deaths in Ethnic Violence”. *The New York Times*. Jan. 5, 2012.
- Gettleman, Jeffrey. “Raid on Rivals in South Sudan Shows Escalating Violence”. *The New York Times*. Jan. 4, 2012.
- Harden, Blaine. *Dispatches from a Fragile Continent*. Houghton Mifflin. 1990. Print.
- *Hotel Rwanda*. Dir. Terry George. Metro-Goldwyn Mayers (MGM). 2004. Film.
- Kenyatta, Jomo. “The Gentleman of the Jungle.” P. 241. *Through African Eyes*. Print.
- Kingsolver, Barbara. *The Poisonwood Bible*. Harper Collins. New York. 1998: Print.

- Lacey, Marc and Lydia Polgreen – “The Tragedy of Darfur”. The New York Times Upfront, 8 May. 2006. Print. 22-25.
- The New York Times Africa. 2012. 17 May 2012. [www.nytimes.com].
- Park, Linda Sue. A Long Walk to Water. Houghton Mifflin Harcourt. 2010: Print.
- Paton, Alan. Cry the Beloved Country. MacMillan Publishing Co. 1948: Print.
- Ramsay, Dr. F. Jeffress. Ed. “Africa.” Global Studies Guilford, CT: McGraw-Hill, 2004. Tenth edition. Print.
- “Rwanda: How the Genocide Happened.” BBC News, 17 May 2011. 10 May 2012.
- Wines, Michael – “1960: Independence Takes Root Across Africa.” The New York Times Upfront, 10 Oct. 2005. Print.
- Wines, Michael – “The End of Apartheid.” The New York Times Upfront, 4 April. 2011. Print.
- Yesterday. Dir. James Roodt. HBO Films. 2004. Film.

New Milford Public Schools

Committee Member: Michael Abraham Unit 7: South Asia: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 5
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • WHST.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. 	

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Though geographically isolated, the region of South Asia has been exposed to outside influence such as Aryan migrants from the Caucasus, Alexander of Macedonia, Central Asian steppe peoples, and a series of Islamic incursions. • Over time, South Asia, particularly India produced an extremely rich body of spiritual and social traditions. • Tremendous linguistic, ethnic, and social diversity exists within South Asia. • Buddhism originated and developed in India, yet its impact became more profound in other parts of Asia. • Much of South Asia was colonized by Britain from the 18th – early 20th centuries. • Under the guidance of Muhandas Gandhi, India achieved independence in part through non-violent measures. • Tensions between Hindus and Muslims increased during the independence period and resulted in the creation of the separate nation of Pakistan. • Tensions between Pakistan and India – each nuclear powers – remain strong, particularly over the disputed region of Kashmir. 	<ul style="list-style-type: none"> • What, if any, are the core principles of Hinduism? • Are the Theravada and Mahayana streams of Buddhism fundamentally alike or different? • Did colonial rule bring any benefits for India? • Were Gandhi’s goals realistic? • Has India made strides toward achieving social equality for its citizens? • Can the dispute over Kashmir be settled amicably to all parties involved?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p>Students should know:</p> <ul style="list-style-type: none"> • The major physical features of South Asia • The approximate populations of the nations of South Asia • The sequence and approximate time periods in which the religions of Hinduism, Buddhism, Islam, and Sikhism flourished in South Asia • India’s process of attaining independence came after a long struggle and oscillated between Gandhi’s hopes of non-violence and violence stemming from internal 	

rivalries as well as antipathy toward British rule

- India and Pakistan have fought several wars, largely over the disputed region of Kashmir.
- Both India and Pakistan are nuclear powers

Students should be able to:

- Describe the influence of the caste system or social stratification in India over time
- Describe the major principles and traditions associated with Hinduism
- Describe the major principles of Buddhism and contrast it with Hinduism
- Explain fundamental differences between the Theravada and Mahayana streams of Buddhism
- Examine organized attempts to bring unity to the Indian sub-continent
- Trace the takeover of British colonization of India
- Describe and assess the manner in which India attained independence from Britain
- Consider challenges that India and the rest of South Asia have faced since the independence period
- Acknowledge the concurrent forces of tradition and modernization present in South Asia today
- Promulgate a solution that addresses the dispute over Kashmir

Character Attribute

- Loyalty

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students use text, people, and electronic resources to locate and to organize information for classroom assignments.
- Students use technology tools to locate, organize, and evaluate information.
- Students analyze and evaluate the accuracy and credibility of web resources.
- Students use a variety of technology resources for directed and independent learning.
- Students develop and implement a project using online resources.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students collaborate in the creation of a multimedia slide show containing text and graphics.
- Students contribute to project teams to produce original works or solve problems.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents slide show portraying physical and political features of South Asia.
- Teacher provides background reading or short story portraying the role of caste in

Indian society.

- Teacher provides background readings on the development and fundamental beliefs inherent in Hinduism and Buddhism.
- Teacher assigns document-based position paper on modern case study.

Learning Activities:

- Students will complete a physical/political map of South Asia.
- Students will read the short story “The Fate of Raj.”
- Students will read an adaptation of “The Ramayana” or “The Muhabaratha.”
- Students may read Herman Hesse’s Siddhartha.
- Students will produce a Venn diagram contrasting the belief systems of Hinduism and Buddhism.
- Students will explain the pertinence of the following terms:
 - Caste
 - Dharma
 - Brahma
 - Shiva
 - Vishnu
 - Ganeesha
 - Brahman
 - Karma
 - Enlightenment
 - The Middle Way
 - Nirvana
- Students will collaborate to produce a visual collage portraying Hindu deities.
- Students will produce sketches of Gautama Buddha.
- Students will complete a cultural enrichment project on India.
- Students will view clips from Richard Attenborough’s film Gandhi.
- Students will discuss and debate the effectiveness of Gandhi’s campaigns and strategies.
- Students will read and reflect upon India’s efforts to balance the forces of modernization and tradition.
- Students will examine various proposals that have been drafted in order to resolve the dispute over Kashmir.
- Students will contrast U.S. geopolitical interests with both Pakistan and India and share observations in a class discussion.
- Students will locate, define, or interpret the following:
 - Colonial Rule
 - Tolerance
 - Nationalism
 - Separatism
 - Intervention
 - Mediation

Assessments

Performance Tasks	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><u>Option 1:</u> Goal: To develop an appreciation of the culture of the region by completing a cultural enrichment project</p> <p>Role: Student or initiative researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will research information and synthesize it into either a poster or other finished project.</p> <p>Product or Performance: Informational poster, painting, poem, PowerPoint presentation, video, or other finished product that the student shares with the class.</p> <p>Standards for Success: Independent project rubric or NMHS information literacy rubric</p> <p><u>Option 2:</u> Goal: To advocate a position on the dispute over Kashmir</p> <p>Role: International mediator</p> <p>Audience: Fellow mediators and representatives of organizations</p> <p>Situation: Conference/forum</p> <p>Performance: Students will participate in a multi-stance debate on Kashmir.</p> <p>Standards for Success: Simulation rubric, debate rubric, participation rubric</p>	<ul style="list-style-type: none"> • Monitoring feedback from class discussions • Reading checkup quizzes • Reflection questions included with guiding questions

Suggested Resources

- “The Art of the Mughals before 1600”. The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. 2000 – 2012. Web. 17 May 2012.
- “The Arts of Kashmir”. The Asia Society. n.d. Web. 21 May 2012.
- Asia for Educators: An Initiative of the Weatherhead East Asian Institute at Columbia University. Columbia University 2012. 17 May 2012.
- BBC News – “Asia.” BBC 2012. 17 May 2012 [www.BBCNews.com/].
- “Buddhism.” ABC Clio World History: Ancient and Medieval Eras. 21 May 2012.
- Dehejia, Vidya. “Understanding Hinduism and Hindu Art” Courtesy of Metropolitan Museum of Art. 21 May 2012.
- Edidin, Peter. “1947: The Birth of India & Pakistan” The New York Times Upfront. 16-19. 30 Jan. 2012: Print.
- FACES p. 14-16 – The Power of Peace by Padma Venkatrman.
- “The Future of Kashmir.” BBC News Special Reports. 21 May 2012.
- “The Buddha.” Dir. Grubin, David. PBS Productions. 21 May 2012. Film. [Online Film].
- Gentlemen, Amelia. “The Other India” The New York Times Upfront 9 Nov. 2007: 8-12. Print.
- Hesse, Herman. Siddhartha. Dover Publications. New York. 1999: Print.
- “Hinduism.” ABC Clio World History: Ancient and Medieval Eras. 21 May 2012.
- “Hinduism and Hindu Art.” The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. The Metropolitan Museum of Art. 2000 – 2012. 17 May 2012.
- “Indian Independence and the Question of Pakistan.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. 10 May 2012.
- Kublin, Hyman. World Regional Series: India. Houghton Mifflin. New York: 1973: Print.
- Kublin, Hyman. India: Selected Readings. Houghton Mifflin. New York: 1973: Print.
- “The Life of the Buddha.” The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. The Metropolitan Museum of Art. 2000 – 2012. 17 May 2012.
- The New York Times – Asia Pacific. 2012. 17 May 2012. [www.nytimes.com]
- Norton, Dr. James H.K. Ed. “Africa.” India Guilford, CT: McGraw-Hill, 2001. Fifth edition. Print.
- Online Museum Resources on Asian Art (OMURRA) – Excellent links to museum holdings around the world. This site features special features on music, instruments, cuisine, art, and all major Asian religions. [afemuseums.easia.columbia.edu/] 17 May 2012.
- The Ramayana – The British Library: Online Gallery of Sacred Texts. The British Library Board. 21 May 2012.
- “Recognizing the Gods”. The Metropolitan Museum of Art: Hellbrunn Timeline of Art History. The Metropolitan Museum of Art. 2000 – 2012. 17 May 2012.
- “Scenes from the Ramayana.””. The Metropolitan Museum of Art. 2012. 21 May 2012.
- Sengupta, Somini. “Desperate to Make the Grade” The New York Times Upfront 20 Jan. 2006: 14-15. Print.
- “South Asian and Himalayan Art.” Freer/Sackler: The Smithsonian Museum’s of Asian Art. The Smithsonian Institution. 2012. Web. 22 May 2012.

New Milford Public Schools

Committee Member: Michael Abraham Unit 8: Southeast Asia: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 4
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Topography and climate have had a major influence on the population distribution of Southeast Asia. • Southeast Asia is home to a multitude of ethno-linguistic groups. • Hinduism, Buddhism, and Islam have each had tremendous influence on the cultures of Southeast Asia. • Prior to the period of colonization, much of Southeast Asia was ruled by indigenous kingdoms. • Southeast Asia became a focal point of the Cold War. • Vietnam in particular was devastated by fighting during the Vietnam War. • Kampuchea suffered a near genocide due to the policies of the fanatical political group known as the Khmer Rouge. • Human rights have been a concern in modern Southeast Asia • A dichotomy in living standards exists in Southeast Asia. 	<ul style="list-style-type: none"> • Why has Southeast Asia particularly been prone to cultural and political influences over time? • Was the spread of communism in Southeast Asia a real threat to the U.S? • Can the North Vietnamese actually be described as winning the Vietnam War? • On a whole, have the island nations of Southeast Asia achieved an adequate level of economic and political stability for their populaces?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p>Students should know:</p> <ul style="list-style-type: none"> • The major physical and political features of Southeast Asia • How geography has influenced the way that people live in Southeast Asia • The major ethno-linguistic groups of Southeast Asia • The religious distribution of Southeast Asia • The colonial powers and their respective domains during the Colonial era <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe traditional patterns of life and culture in Southeast Asia • Identify and describe some of the major ethnic groups of Southeast Asia • Identify indigenous kingdoms that ruled Southeast Asia and briefly describe the legacies that they left • Describe how outside religious influences have altered the nature of Southeast Asian religious practices 	

- Describe the impact of European imperialism on Southeast Asia
- Describe the different phases of the Vietnam War
- Identify the different factions and alliances that fought during the Vietnam War
- Describe the major turning points of the Vietnam War
- Analyze how the Vietnam War affected the people of mainland Southeast Asia
- Explain how the Khmer Rouge takeover of Kampuchea affected that population
- Describe the effects of military rule on human rights in nations such as Myanmar, Thailand, and Indonesia
- Identify and portray differences in living standards within Southeast Asia
- Describe some of the modern day economic, social, and political challenges faced by Southeast Asian nations

Character Attribute

- Courage

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students use text, people, and electronic resources to locate and to organize information for classroom assignments.
- Students use technology tools to locate, organize, and evaluate information.
- Students analyze and evaluate the accuracy and credibility of web resources.
- Students use a variety of technology resources for directed and independent learning.
- Students develop and implement a project using online resources.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students contribute to project teams to produce original works or solve problems
- Students develop cultural understanding and global awareness by engaging with learners of other cultures

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents a slide show portraying physical and political features of Southeast Asia.
- Teacher provides an array of cultural enrichment project opportunities with suggested resources on Southeast Asia.
- Teacher presents a colonial map of Southeast Asia.
- Teacher provides a basic timeline of the major political events that occurred in Southeast Asia from the turn of the 20th century.
- Teacher provides background readings on Hindu and Buddhist influences on the cultures and arts of Southeast Asia.
- Teacher provides overview reading on the Vietnam War.
- Teacher breaks the Vietnam War into three phases: French War in Indochina; North Vietnam against the South, and the period following the U.S. entrance.
- Teacher guides students through reading excerpts of When Heaven and Earth

Changed Places by Le Ly Hayslip.

- Teacher facilitates discussion/debate on the importance of the Cold War.
- Teacher provides opportunities for students to perform case studies of Southeast Asian nations today.

Learning Strategies:

- Students will complete a map of Southeast Asia that includes physical features and political features and also identifies ethno-linguistic groups, areas of religious influence, and former colonial powers in Southeast Asia.
- Students will locate the nations of Southeast Asia on an outline map as well as the following physical features:
 - Mekong River
 - Irrawady River
 - Red River
 - Gulf of Tonkin
 - Strait of Malacca
- Students will complete a cultural enrichment project relating to Southeast Asia.
- Students will complete a virtual museum visit that allows them to analyze artifacts stemming from different historic periods of Southeast Asia.
- Students will analyze the different phases of the Vietnam War.
- Students will read excerpts from When Heaven and Earth Changed Places by Le Ly Hayslip.
- Students will discuss and debate the importance of the U.S. decision to go to war in the Vietnam War.
- Students will describe the impact of the Khmer Rouge on the nation of Kampuchea.
- Students will locate, define, or interpret the following:
 - Angkor Wat
 - Borabudur
 - Cultural Diffusion
 - Nationalism
 - Cold War
 - Guerilla Movement

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To develop an appreciation of the culture of the region by completing a cultural enrichment project.</p> <p>Role: Student or initiative researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will research information and synthesize it into either a poster or other finished project.</p> <p>Product or Performance: Informational poster, painting, poem, PowerPoint presentation, video, or other finished product that the student shares with the class</p> <p>Standards for Success: Independent project rubric or NMHS information literacy rubric</p>	<ul style="list-style-type: none"> • Monitoring feedback from class discussions • Reading checkup quizzes • Reflection questions included with guiding questions • Participation in debate on decision to go to war in Vietnam
Suggested Resources	
<ul style="list-style-type: none"> • “The Art of Southeast Asia”. The Metropolitan Museum of Art Workshop Copy: Print. • BBC News – “Asia.” BBC 2012. 17 May 2012 [www.BBCNews.com//]. • The British Library Online Gallery: The Spice Trail: Foods and Flavours form Southeast Asia. 17 May 2012. • Cantu, D. Antonio and Sandra Cantu. “The Vietnam War: A National Dilemma”. Organization for American Historians and National Center for History in the Schools, UCLA. 10 May 2012. • Collinwood, Dr. Dean W. Ed. “Japan and the Pacific Rim.” Global Studies Guilford, CT: McGraw-Hill, 2001. Sixth edition. Print. • Edidin, Peter. “The War that is Still With Us”. The New York Times Upfront. 19 Feb. 2007. Print. • Freer Sackler: The Smithsonian’s Museum of Asian Art. Southeast Asian Art. Smithsonian Institution. 17 May 2012. • Hayslip, Le Ly. When Heaven and Earth Changed Places. Penguin Books. New York. 1990: Print. • “JFK in History: Vietnam.” John F. Kennedy Presidential Library and Museum. 12 Jan. 2009. 4 May 2012. • “The Limits of Power: The United States in Vietnam.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Seventh Edition. Print. 	

- The New York Times – Asia Pacific. 2012. 17 May 2012. [www.nytimes.com]
- Pacific Asia Museum. Visions of Enlightenment: Understanding the Art of Buddhism.
- Rotter, Andrew. J. “The Causes of the Vietnam War”. The Oxford Companion to American Military History. Ed. John Whiteclay Chambers II. New York: Oxford UP, 1999. 10 May 2012.
- “Southeast Asian Art.” Freer/Sackler: The Smithsonian Museum’s of Asian Art. The Smithsonian Institution. 2012. Web. 22 May 2012.
- “The Temple of Angkor Wat.” United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Sites. 22 May 2012.
- “The Temple of Borabudur.” United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Sites. 22 May 2012. 22 May 2012.

New Milford Public Schools

Committee Member: Michael Abraham Unit 9: East Asia: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 7
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • WHST.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. 	

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Eastern Asia includes a great range of latitudinal and altitudinal zones, which result in a diverse climatic and topographic region. • The river valleys of the Huang He (Yellow River) and Chang Jiang (Yangzi) facilitated agricultural communities that stood in contrast to the nomadic communities that in time bordered China. • China's present system of writing is rooted in a pictographic writing system developed more than two millennia ago that also served as the foundation for the first writing systems in Korea and Japan. • Chinese, Japanese, and Korean civilizations drew upon such pillars as the dynastic system and Confucianism to bring a level of stability to their societies. • From the 2nd century BCE onwards, China was linked to other parts of Asia and Europe via the silk routes, which resulted in a rich exchange of material goods and cultural influences including the spread of Buddhism to East Asia. • Classical calligraphy, poetry, and painting evolved into a distinctive style that drew upon Daoist and other cultural themes. • The Mongols and other steppe peoples were also a significant part of the cultural and political landscape of East Asia. • For centuries, China sought to oversee the political and economic relationships of East Asia. • The Opium Wars have come to signify the demise of Chinese dominion and a shift in world power from east to west. 	<ul style="list-style-type: none"> • Why is Chinese civilization regarded as one of the world's most contiguous? • Why is it that Chinese civilization never produced a universal religion? • How did Confucianism both benefit and constrict Chinese society? • How did the incorporation of Daoism and Buddhism enhance Chinese civilization? • Why was the dynastic system well-suited for Chinese civilization?

Expected Performances

What students should know and be able to do

Students should know:

- The major physical features of East Asia
- The major tenets of Confucianism, Daoism, and Mahayana Buddhism
- The major civilizations that were connected by the silk routes as well as the regions that the routes traversed
- The fundamental characteristics of Chinese writing, calligraphy, poetry, and landscape painting
- The components of the Chinese New Year celebration
- The factors leading to the Opium Wars

Students should be able to:

- Describe the concept known as the “mandate of heaven” and apply it to the cycle of dynasties that spanned the imperial period
- Contrast China’s pictographic writing system with a phonetic based system such as English, Arabic, or Latin
- Argue whether Confucianism benefited Chinese society over time
- Contrast the principles of Legalism, Confucianism, Daoism, and Buddhism and rationalize how they were each able to contribute to the composition of traditional Chinese society
- Describe the importance of the silk routes on Chinese civilization
- Describe distinctive components of Chinese calligraphy, poetry, and landscape painting
- Describe the importance of festivals in Chinese culture
- Contrast the lifestyles of the pastoral nomads that bordered China with the sedentary culture that evolved in China
- Argue whether Britain of China was more responsible for the outbreak of the Opium Wars and describe the importance of the Opium Wars in Chinese and world history

Character Attribute

- Cooperation

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students use text, people, and electronic resources to locate and to organize information for classroom assignments.
- Students use technology tools to locate, organize, and evaluate information.
- Students analyze and evaluate the accuracy and credibility of web resources.
- Students use a variety of technology resources for directed and independent learning.
- Students develop and implement a project using online resources.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students collaborate in the creation of a multimedia slide show containing

text and graphics.

- Students contribute to project teams to produce original works or solve problems.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents a slide show portraying physical and political features of East Asia.
- Teacher provides an array of cultural enrichment projects with suggested resources on East Asia.
- Teacher provides opportunities for students to write simple Chinese characters.
- Teacher provides background readings on Confucianism, Daoism, and Buddhism.
- Teacher utilizes Socratic questioning techniques to facilitate student understanding of the philosophies that have taken hold in China.
- Teacher provides reading excerpts on the silk routes.
- Teacher introduces students to techniques commonly utilized in traditional poetry and landscape painting of East Asia.
- Teacher provides a skit on the 1793 encounter between Britain's Lord Macartney and the Chinese emperor Qianlong and instructions for student skit on the encounter.
- Teacher provides guided reading on the Opium Wars.

Learning Activities:

- Students will complete a cultural enrichment project.
- Students will complete a physical/political map of South Asia.
- Students will discuss or debate China's decision to construct the Three Gorges Dam.
- Students may read John Hersey's A Single Pebble.
- Students will discuss or debate the pros and cons of China's population policy.
- Students will write simple Chinese characters.
- Students will analyze the ode "The Story of Meng Jiang Nyu", an account of a woman's lament as her husband is conscripted in order to help build the Great Wall.
- Students will discuss the merits of Confucianism as a social philosophy and teaching tool.
- Students will read an excerpt from Journey to the West, also known as The Monkey King, a Daoist tinged account of a Buddhist monk's journey along the silk routes to acquire sacred Buddhist scriptures.
- Students will analyze samples of jinti shi, also known as haiku and upon doing so and compose their own pieces.
- Students will sketch or paint isolated components of Chinese landscape paintings in order to gain an appreciation of the techniques and goals involved in this art.
- Students will jigsaw reading passages describing facets of the famous Ming voyages of the early 15th century.
Students will read passages from the anonymous work The Secret History of the Mongols.

- Students will read an account of the Chinese New Year from Pearl S. Buck’s The Good Earth, Jung Chang’s Wild Swans, or Da Chen’s China’s Son.
- Students will reenact the 1793 encounter between Britain’s Lord Macartney and the Chinese emperor Qianlong.
- Students will jigsaw R.G. Tiedeman’s account of the opium wars – Chasing the Dragon.
- Students will relate the following terms to China and traditional Asian societies:
 - Tibetan Plateau
 - Huang He
 - Loess Plateau
 - Yangzi
 - Gobi Desert
 - Taklamakan Desert
 - Mandate of Heaven
 - Son of Heaven
 - Silk Routes
 - Barbarians
 - Benevolence
 - Filial Piety
 - Three Perfects
 - Tributary System
 - Kowtow
 - Trade imbalance
 - Foreign devils

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To develop an appreciation of the culture of the region by completing a cultural enrichment project.</p> <p>Role: Student or initiative researcher</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will research information and synthesize it into either a poster or other finished project.</p> <p>Product or Performance: Informational poster, painting, poem, PowerPoint presentation, video, or other finished product that the student shares with the class</p> <p>Standards for Success: Independent</p>	<ul style="list-style-type: none"> • Reflection questions included with guiding questions • Assessing student skit on the meeting between Lord Macartney and the emperor Qianlong • Assessing student responses on who was responsible for the opium wars • Reading discussions

project rubric or NMHS information literacy rubric	
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Suggested Resources

- Berkman, Patience. "The Three Gorges Dam: Energy, The Environment, and the New Emperors." Education About Asia. Vo. 3, Number 1. Spring 1998. Print. 27-34.
- Cheng, Pei-Kai and Michael Lestz and Jonathan D. Spence, Ed. The Search for Modern China: A Documentary Collection. Norton. New York. 1999. Print.
- "East Asia in Geographic Perspective." Asia for Educators. Columbia University. n.d. Web. 22 May 2012.
- Education About Asia. Association for Asian Studies, Inc. Web. 22 May 2012.
- The Enduring Legacy of Ancient China. Primary Source, Inc. Cheng and Tsui. Boston. 2006. Print. [Note: This source contains primary source documents relating to Confucianism, Daoism, Chinese festivals, calligraphy, painting and more].
- Gordon, Stewart. "Major Asian Rivers of the Tibetan Plateau." Education About Asia. Vo. 15. Number 3. Winter 2010. Print. 15-18.
- Gronewald, Dr. Sue. "The Ming Voyages: A Teaching Unit. Asia for Educators. Columbia University. 2005. Web. 22 May 2012.
- Kahn, Paul. Ed. The Secret History of the Mongols: The Origin of Chingis Khan. Boston: Cheng & Tsui. 1998. Print.
- Hersey, John. A Single Pebble. Bantam Books. New York. 1956. Print.
- Lipman, Jonathan. "Chinese Geography Through Chinese Cuisine." Social Education. Jan./Feb. 2010. Print. P. 17-20.
- "Living in the Chinese Cosmos: Understanding Chinese Religion in the Late Qing Dynasty." Asia for Educators. Columbia University. n.d. Web. 22 May 2012.
- "The Mongols in World History." Asia for Educators. Columbia University. n.d. Web. 22 May 2012.
- "The Song Dynasty in China." Asia for Educators. Columbia University. n.d. Web. 22 May 2012. [Includes an overview of Chinese inventions and ingenuity during the Imperial Period].
- "Song and Yuan Dynasty Painting and Calligraphy." Freer/ Sackler: The Smithsonian Museum's of Asian Art. The Smithsonian Institution. 2012. Web. 22 May 2012.
- Spence, Jonathan D. 2nd Edition. The Search for Modern China. Norton. New York. 1999. Print.
- Tiedemann, R.G. "Chasing the Dragon. China Now. 1989. Print. [Account of the causes of the Anglo-Chinese Opium Wars].
- "Two Edicts From the Qianlong Emperor, on the Occasion of Lord Macartney's Mission to China, Sept. 1793. Asia for Educators. Columbia University. n.d. Web. 22 May 2012.
- Wu Ch'Eng'En. Monkey: Folk Novel of China. Transl. by Arthur Waley. New York: Grove Press, 1943.

New Milford Public Schools

Committee Member: Michael Abraham Unit 10: East Asia: Contemporary Issues	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 9
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • During the 20th century, China witnessed a series of major political changes. • The Chinese Long March was a pivotal moment in modern Chinese history. • China was occupied and nearly brought to ruin during the Second World War. • The communist revolution brought about radical changes for China's society. • The period known as the Great Leap Forward resulted in severe hardship and famine-like conditions in many parts of China. • The political and social objectives pursued by Mao Zedong climaxed with the chaos of the Cultural Revolution. • The post-Mao period witnessed a series of capitalist type reforms that resulted in the economic resurgence of China. • China's economic resurgence has been accompanied by industrialization and Westernization and in some ways has posed challenges to tradition and questions concerning sustainable development. • The Chinese Communist Party's record on human rights has been an issue of concern in China's relationship with the international community. • The 1989 Tiananmen Square protests served as a watershed mark in late 20th century Chinese history. • Political tensions over Tibet and Taiwan have been an issue of international concern. • China is a permanent member of the UN Security Council and an player on critical issues facing the international community such as the proliferation of 	<ul style="list-style-type: none"> • What factors accounted for the ultimate failure of the Nationalist Revolution? • Why is the Long March regarded as a pivotal moment of the 20th century? • What factors accounted for the successes of Mao and the communists? • Were the objectives and policies of Mao and the Communist Party in the best interests of China's citizens? • Should Western attitudes, interpretations, and policies toward human rights be applicable toward China? • Should Tibet be independent of Chinese rule?

nuclear weapons.

Expected Performances

What students should know and be able to do

Students should know:

- The difference between communism and capitalism
- A significant portion of China’s population may be described as “floating” or migrant due to economic needs

Students should be able to:

- Describe the major political changes faced by China during the 20th century
- Explain why the Chinese Long March was a pivotal moment in modern Chinese history
- Trace Japan’s expansion throughout China and other parts of Asia during the Second World War
- Describe radical changes brought upon for China’s society by the communist revolution
- Explain why the Great Leap Forward resulted in severe hardship and famine-like conditions in many parts of China
- Rationalize how the political and social objectives pursued by Mao Zedong climaxed in the chaos of the Cultural Revolution
- Describe the series of capitalist type reforms that occurred during the post-Mao period and resulted in the economic resurgence of China
- Assess the level of industrialization and Westernization that has accompanied China’s economic resurgence and speculate whether China’s development can be sustainable in terms of natural resources and environmental concerns
- Evaluate the Chinese Communist Party’s record on human rights in light of Western standards and its own standards
- Describe the forces that catapulted the 1989 Tiananmen Square protests and explain the importance of these protests on modern Chinese history
- Advocate policy options that address China’s political concerns in Tibet and Taiwan
- Project and predict how China might fulfill expectations regarding its role as a permanent member of the UN Security Council and a player on critical issues facing the international community such as the proliferation of nuclear weapons

Character Attribute

- Perseverance

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students can find and evaluate information related to a current or historical person or event using digital resources.
- Students use technology tools to locate, organize, and evaluate information.
- Students draw conclusions from a variety of data sources to analyze and interpret information.

- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students contribute to project teams to produce original works or solve problems.
- Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.

Develop Teaching and Learning Plan

Teacher Strategies:

- Teacher provides a basic timeline of the major political events that occurred in China from the turn of the 20th century.
- Teacher provides different accounts of China's Long March.
- Teacher introduces documents associated with the Chinese Civil War, the communist takeover of China, the Great Leap Forward, and the Cultural Revolution.
- Teacher assists student efforts to produce a play comprised of different skits highlighting the communist takeover of China.
- Teacher uses the film "To Live" in order to portray the major events that accompanied the communist takeover of China.
- Teacher provides different accounts of the 1989 Tiananmen Square protests.
- Teacher helps students create an Oprah-style talk show in which a host or hostess interviews "Chinese citizens" from different walks of Chinese life who describe changes accompanying the Reform Period.

Learning Strategies:

- Students will role-play critical events associated with the communist takeover of China.
- Students will view Zhang Yimou's 1994 film "To Live."
- Students will perform case studies of different aspects of the impact of China's quest to modernize including industrialization, Westernization, compromise of tradition, and environmental impact.
- Students will contrast and debate the Western notion of the primacy of individual rights with China's self-proclamation of emphasis on collective rights.
- Students will stage a "four-corner" or multi-stance debate on how to resolve political disputes over Tibet and Taiwan.
- Students will participate in multi-party talks on issues such as North Korea's potential determination to acquire nuclear weapons.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To portray the major events that accompanied the rise of communist power in China</p> <p>Role: Actors and actresses</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will role-play skits portraying the Chinese Civil War, Liberation, The Great Leap Forward, and The Cultural Revolution.</p> <p>Performance: Final skit</p> <p>Standards for Success: Rubric for skits and role-plays</p>	<ul style="list-style-type: none"> • Monitoring feedback from class discussions • Reading checkup quizzes • Reflection questions included with guiding questions
Suggested Resources	
<ul style="list-style-type: none"> • “East Asia in Geographic Perspective.” Asia for Educators. Columbia University. n.d. Web. 22 May 2012. • BBC News Asia. BBC 2012. Web. 17 May 2012 [www.BBCNews.com//]. • Beijing Review: China’s National English News Weekly. 22 May 2012. Web. • Chang, Jung. Wild Swans: Three Daughters of China. New York: Touchstone, 2003. Print. • Chen, Da. China’s Son. Random House. New York. 2000: Print. • China in the World: A History Since 1644. Primary Source, Inc. Cheng and Tsui. Boston. 2009. Print. [Note: This source contains primary source documents relating to the communist takeover of China, challenges to Chinese tradition, the Tiananmen Square Protests of 1989, and the politics of China since the start of the Reform Era]. • “Conflict on the Korean Peninsula: North Korea and the Nuclear Threat.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Second Edition. Print. • Hessler, Peter. Rivertown: Two Years on the Yangtze. Harper Collins Publishers, New York 2001. Print. • “The Long March: 1934-36.” Asia for Educators. Columbia University. 23 May 2012. Web. • The Metropolitan Museum of Art: Hellbrunn Timeline of Art History – “The Art of Tibet”. The Metropolitan Museum of Art. 2000 – 2012. Web. 17 May 2012. • The New York Times – Asia Pacific. 2012. Web. 17 May 2012. • Ogden, Dr. Suzanne. Ed. “China.” Global Studies Guilford, CT: McGraw-Hill, 2004. Tenth edition. Print. 	

- Pan. Philip P. *Out of Mao's Shadow: The Struggle for the Soul of a New China*. Simon and Schuster. New York. 2008.
- Perlman, Merrill. "From One Korea to Two." *The New York Times Upfront*. 10 May 2010. Print.
- Spence, Jonathan D. 2nd Edition. *The Search for Modern China*. Norton. New York. 1999. Print.
- "The Tank Man." *PBS Frontline*. 11 April. 2006. WGBH Education Foundation. 2012. 17 May 2012. Web.
- "Young and Restless in China." *PBS Frontline*. 17 June. 2008. WGBH Education Foundation. 2012. 17 May 2012. Film.
- *To Live*. Dir. Zhang Yimou Metro-Goldwyn Mayer Studios. 1994. Film.
- *Not One Less*. Dir. Zhang Yimou Sony Pictures. 2000. Film.

New Milford Public Schools

Committee Member: Michael Abraham Unit 11: Latin America: Land, Culture, and Historical Highlights	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 5
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The region referred to as Latin America can be broken into several sub-regions including Mexico, Central America, the Caribbean, and South America. • South America in particular can be further broken into various physical and climatic regions. • The region referred to as Latin America consists of many racial groups. • The indigenous civilizations of Mesoamerica were the most advanced of those found in the New World. • The European conquest of indigenous civilizations brought about the demise of great empires. • A new social order evolved after the European conquest. • The popular revolutions that engulfed Latin America in the 19th century often resulted in the rise of caudillos or military leaders. 	<ul style="list-style-type: none"> • Was the conquest and demise of Mesoamerican civilizations inevitable? • Did colonial rule enhance the cultural heritage of Latin America? • Were the 19th century revolutions that engulfed Latin America in the long term interests of the people of the region?
Expected Performances What students should know and be able to do	
<p>Students should know:</p> <ul style="list-style-type: none"> • The important physical features and climate zones that comprise Latin America • The broad outline of Latin America’s history in terms of indigenous influences, conquest, colonization, and independence • The geographic location of Mesoamerican cultures and spheres of influence <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe physical and human diversity in Latin America • Describe the achievements of pre-Columbian peoples in Latin America • Describe the impact of European explorers and colonizers on the indigenous civilizations of Latin America • Describe the social structure that evolved in the New World • Describe the colonial legacy of Latin America 	

Character Attribute

- Citizenship

Technology Competencies

- Students use correct bibliographic citation for Internet resources.
- Students use text, people, and electronic resources to locate and to organize information for classroom assignments.
- Students use technology tools to locate, organize, and evaluate information.
- Students analyze and evaluate the accuracy and credibility of web resources.
- Students use a variety of technology resources for directed and independent learning.
- Students develop and implement a project using online resources.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students collaborate in the creation of a multimedia slide show containing text and graphics.
- Students contribute to project teams to produce original works or solve problems.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents a slide show portraying physical and political features of Latin America.
- Teacher provides an array of cultural enrichment projects with suggested resources on Latin America.
- Teacher provides background readings on Mesoamerican civilizations.
- Teacher provides background readings on the European conquest of Mesoamerica.

Learning Activities:

- Students will complete a physical/political map of South Asia that includes the modern nations of Latin America and the following physical features:
 - Rio Grande
 - Yucatan Peninsula
 - Gulf of Mexico
 - Sea of Cortez
 - Caribbean Sea
 - Greater and Lesser Antilles
 - Andes
 - Galapagos Islands
 - Atacama Desert
 - Amazonia
 - Lake Titicaca
 - Patagonia Plateau
- Students will complete a cultural enrichment project.
- Students will discuss challenges facing the Amazon.

- Students will collaborate to produce portraits of Mayan, Aztec, and Inca civilization.
- Students will read separate accounts of the conquest of the Aztecs and Incas and contrast the experience through Venn diagrams and paired discussion.
- Define, describe interpret or relate the following terms:
 - Mesoamerica
 - Copan
 - Chichen Itza
 - Teotihuacan
 - Tenochtitlan
 - Montezuma
 - Hernando Cortez
 - Cuzco
 - Quechua
 - Inca
 - Atahualpa
 - Francisco Pizarro
 - Mercantilism
 - Encomienda

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To role-play as advisors to the conquerors Hernando Cortez and Francisco Pizarro, as well as the monarchs Montezuma and Atahualpa</p> <p>Role: Advisors</p> <p>Audience: Respective leaders</p> <p>Situation: Students will advise their leaders on the best course of action to pursue in the aftermath of the European arrival.</p> <p>Performance: Mock conferences</p> <p>Standard for Success: Independent project rubric</p>	<ul style="list-style-type: none"> • Responses to class opener prompts • Formative assessment quiz on approaches and prominent psychologists • Class discussion responses

Suggested Resources

- Beaudoin, Jack. "The Mystery of the Maine", New York Times Upfront 11/1/99.
- Diamond, Jared - Guns, Germs and Steel – Ch. 3 "Collision at Cajamarca". New York. Norton Publishing. 1999. Print.
- "The Haitian Revolution." CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Fifth Edition. Print.
- Hemming, John – The Conquest of the Incas – Ch. 5 New York. Houghton Mifflin. 2003. Print.
- Mee, Charles L. Jr. "That Fateful Moment When Two Civilizations came Face to Face," Smithsonian, 23 no. 7 1992: 56-69.
- "Mexico After Independence." OAH (Organization of American History) Magazine of History. Winter 1996. Print.
- The Metropolitan Museum of Art: Hellbrunn Timeline of Art History – "Teotihuacan: Pyramids of the Sun and Moon". The Metropolitan Museum of Art. 2000 – 2012. 17 May 2012.
- Weiner, Tim. "War and Remembrance". The New York Times Upfront. April 5, 2004.

New Milford Public Schools

Committee Member: Michael Abraham Unit 12: Latin America: Contemporary Issues	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 7
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NCSS IV b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RST.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	



Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • In time, the Old World empires gave way to the modern nation states of Latin America. • Due to security threats and political differences, a deep schism evolved over the years between the U.S. and Cuba. • Other parts of Latin America became “hot spots” during the Cold War, particularly Central America. • Latin American nations today face a host of social, political, and economic challenges in their efforts to improve their economies. 	<ul style="list-style-type: none"> • Why was Latin America a source of contention during the Cold War? • Has the U.S. embargo on Cuba been in the best interests of all parties involved? • Are Latin American governments offering a different path today as compared to the period of the Cold War? • Has proximity to the U.S. been beneficial to the nations of Latin America?
Expected Performances What students should know and be able to do	
<p>Students should know:</p> <ul style="list-style-type: none"> • The terms of the Treaty of Guadalupe-Hidalgo that settled the Mexican American War • The underlying principles of the Monroe Doctrine • The causes and results of the Spanish-American Wars of 1898 • The sequence of events that led to the Cuban Missile Crisis <p>Students should be able to:</p> <ul style="list-style-type: none"> • Trace the rise of independence movements in Latin America • Perform case studies of various modern nations in Latin America • Outline the relationship between the U.S. and Cuba in the 20th century • Explain why the Cuban Missile Crisis became a major turning point in U.S. – Cuban relations as well as the Cold War • Assess the usefulness of the U.S. embargo on Cuba • Explain the lure of El Norte or emigration from Latin America to the U.S. • Describe the impact of drug cartels on Latin America 	
Character Attribute	
<ul style="list-style-type: none"> • Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Students demonstrate an understanding of plagiarism and its consequences. • Students use correct bibliographic citation for Internet resources. • Students can find and evaluate information related to a current or historical person or event using digital resources. • Students use technology tools to locate, organize, and evaluate information • Students draw conclusions from a variety of data sources to analyze and interpret information. 	

- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students contribute to project teams to produce original works or solve problems.
- Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures.
- Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher presents introductory slide presentation on Latin American independence movements.
- Teacher provides guided readings on the Mexican-American War and generate discussion on how the war impacted each nation differently.
- Teacher provides guided reading overviews of critical issues in Latin America since independence.
- Teacher organizes case studies of critical issues in contemporary Latin America.

Learning Activities:

- Students will collaborate to perform case studies of contemporary Latin American issues and present them to the class in the form of slide presentations.
- Students will research the events leading up to the outbreak of the Cuban Missile Crisis and debate policy options that should be pursued at the moment the missiles were discovered.
- Students will debate the effectiveness of the ongoing embargo against Cuba.
- Students will debate the merits of the “wet-foot/ dry-foot” policy.
- Students will research both the reasons for Latin American emigration to El Norte, as well as U.S. concerns regarding immigration to our country and formulate policies that address these concerns.
- Students will form a task panel that will brainstorm, develop, and present policy options in resolving drug-related violence stemming from Mexico and other parts of Latin America.
- Students will view and discuss the short New York Times video “War without Borders” that provides an overview and analysis of the drug related violence in Mexico that spills into the U.S.
- Students will define, describe, or interpret the following terms:
 - Nationalism
 - Toussaint L’ouverture
 - Miguel Hidalgo
 - Cry of Delores
 - Simon Bolivar
 - Jose de San Martin

- Santa Anna
- Mexican American War
- Treaty of Guadalupe-Hidalgo
- Monroe Doctrine
- Spanish American War
- Guantanamo Bay
- Fidel Castro
- Che Guevara
- Bay of Pigs Operation
- Cuban Missile Crisis
- Embargo
- Wet foot – Dry foot Policy
- Emigration
- Remittances

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To present a case study of an issue of regional importance pertaining to Latin America</p> <p>Role: Presenter</p> <p>Audience: Teacher and fellow students</p> <p>Situation: Students will present fundamental information and proceed to challenge the class with a critical or essential question pertaining to the presentation.</p> <p>Product: Prezi or PowerPoint presentation</p> <p>Standard for Success: Presentation rubric</p>	<ul style="list-style-type: none"> ● Monitoring feedback from class discussions ● Reading checkup quizzes ● Reflection questions included with guiding questions

Suggested Resources

- “Battle for Haiti.” PBS Frontline. 11 Jan. 2011. WGBH Education Foundation. 2012. 17 May 2012. Film.
- “Brazil: From Colony to Democracy.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Second Edition. 10 May 2012.
- “Caught Between Two Worlds: Mexico at a Crossroads.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Ninth Edition. July. 2010, 10 May 2012.
- “Contesting Cuba’s Past and Future.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Second Edition. Oct. 2011.
- “The Cuban Missile Crisis: Considering its Place in Cold War History.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. 10 May 2012.
- DePalma, Anthony. “1959: The Cuban Revolution” - The New York Times Upfront. Sept 1, 2008 – Excellent overview of rise of Castro and deterioration of U.S. – Cuban relations.
- DePalma, Anthony. 1961: “The Bay of Pigs”_The New York Times Upfront. January 31, 2011.
- Goodnough, Abby – “Troubled Waters”. The New York Times Upfront. March 13, 2006 – Description of Wet Foot/Dry Foot Policy.
- Goodwin, Dr. Paul B. Jr. Ed. “Latin America.” Global Studies Guilford, CT: McGraw-Hill, 2003. Tenth edition. Print.
- Lacey, Marc & Ginger Thompson “Uneasy Neighbors”. The New York Times Upfront. May 4, 2009
- “Latin America and the Caribbean.” Web. BBC News 2012. 17 May 2012 [www.BBCNews.com/].
- McKinley, James Jr. “Cuba at a Crossroads” - The New York Times Upfront. March 31, 2008 – Good overview of rise of Castro and deterioration of U.S. – Cuban relations.
- The New York Times – Americas. 2012. 17 May 2012. [www.nytimes.com].
- Ramo, Joshua Cooper – “A Big Battle for a Little Boy”. Time. Jan. 17, 2000.
- Roberts, Sam. 1961: “The Bay of Pigs” The New York Times Upfront. March 13, 2006.
- Smith, Gaddis – The Last Years of the Monroe Doctrine: 1945-93. New York. Harper Collins. 1994. Print.
- Smith. Patricia. “Who Gets to Be an American”. The New York Times Upfront. Sept. 20, 2010.
- “War Without Borders.” Nancy Donaldson. Producer. The New York Times. 2009. Film.

New Milford Public Schools

Committee Member: Michael Abraham Unit 13: Introduction to the UN and International Law	Course/Subject: Global Studies Grade Level: Sophomore # of Days: 5
Identify Desired Results	
Common Core State Standards and National Council for Social Studies	
<ul style="list-style-type: none"> • L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • RH.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. • RH.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. • RH.9: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and styles are appropriate to purposes, audience, and a range of formal and informal tasks. • WHST.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • WHST.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. 	

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The United Nations was created in an effort to promote peace and avert the outbreak of wars. • The United Nations serves as a forum for nations to engage diplomatically. • The United Nations has at times appeared ineffective in its role of ensuring peace. • The goals and responsibilities of the United Nations have increased since the inception of the organization. 	<ul style="list-style-type: none"> • Is the United Nations capable of meeting the challenges for which it was created? • Does the United Nations provide an effective forum for nations' efforts to resolve differences and tackle problems of global magnitude?
Expected Performances What students should know and be able to do	
<p>Students should know:</p> <ul style="list-style-type: none"> • The major organs or bodies of the United Nations • The locations in which the major bodies of the UN reside • The permanent members of the Security Council • The names of some of the organizations that the UN supports <p>Students should be able to:</p> <ul style="list-style-type: none"> • Describe the functions of the major organs of the UN • Describe the importance of a resolution • Explain the nuances of parliamentary procedure • Role-play a UN or NGO representative in a mock UN or international forum • Deliver an opening speech that represents a nation and its standpoint on a particular issue • Collaborate with other ambassadors and representatives in order to draft a mock resolution • Advocate a position on resolution 	
Character Attribute	
<ul style="list-style-type: none"> • Cooperation 	

Technology Competencies

- Students demonstrate an understanding of plagiarism and its consequences.
- Students use correct bibliographic citation for Internet resources.
- Students can find and evaluate information related to a current or historical person or event using digital resources.
- Students can identify, research, and collect data on an environmental issue using digital issue and propose an environmentally appropriate solution.
- Students use technology tools to locate, organize, and evaluate information.
- Students draw conclusions from a variety of data sources to analyze and interpret information.
- Students use a variety of technology resources for directed and independent learning.
- Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.
- Students contribute to project teams to produce original works or solve problems
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.
- Students develop cultural understanding and global awareness by engaging with learners of other cultures
- Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher provides an introductory slide presentation on the UN.
- Teacher provides an overview reading on the UN.
- Teacher provides a simulation opportunity in which the students can engage.

Learning Activities:

- Students will research the history and functions of the UN.
- Students will perform a case study of an issue in which they will role-play as ambassadors or representatives.
- Students will research a given nation's history and stance on an issue.
- Students will draft an opening speech.
- Students will engage in the process of resolution drafting and revising.
- Students will collaborate to resolve differences.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To participate in a United Nations or regional bloc simulation</p> <p>Role: Ambassador or representative</p> <p>Audience: Fellow ambassadors and representatives</p> <p>Situation: Students will address a topic of international concern or contention.</p> <p>Performance: Participation in simulation</p> <p>Standard for Success: Simulation rubric</p>	<ul style="list-style-type: none"> • Monitoring feedback from class discussions • Reading checkup quizzes • Reflection questions included with guiding questions
Suggested Resources	
<ul style="list-style-type: none"> • BBC News Country Profiles. BBC News. 2012. 8 June 2012. • Turnitin. Turnitin.com 1998-2012. 8 June 2012. • OWL Purdue Online Writing Lab – “MLA Formatting and Style Guide”. 31 Jan. 2012. 4 May 2012. • “The United Nations: Challenges and Change.” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. Nov. 2011. • The United Nations: It’s More Than You Think. Cambridge Educational Products. Manmouth, N.J. Date:N/A. Film. 	