Social Studies Curriculum

Grade 11
Course Description

This course begins with working out from the ‘Bridges out of Poverty’ text to develop accurate mental models of poverty, middle class and wealth; and to develop an understanding of economic diversity. This portion of the course will focus on learning how to build healthy relationships from which the community can thrive. The rest of the course will focus on examining globalization in all its diverse forms of worldwide interconnection. These interconnections include economic ties, political ties, cultural ties, and social ties. These ties can be analyzed independently, but they also need to be understood in terms of how they operate in conjunction with one another to produce the overall effect that has been given the single label globalization. Critics of globalization often also criticize neoliberal philosophy, the theory that has dominated economic policy in the United States and internationally during the past few decades. They view free trade as a device to enrich the industrially advanced nations that does little, if anything, to assist in problems of inadequate economic growth, poverty, health, education, or the well-being of the less fortunate populations. Although the World Bank (WB), International Monetary Fund (IMF), and World Trade Organization (WTO) are agencies that were designed to assist in the growth and development of nations, these organizations have been, and continue to be, criticized as being insensitive to the real needs of developing nations.

Revolutions in technology, transportation, and communication, and the different ways of thinking that characterize interdependence and globalization are exerting pressures on nation-states that strengthen them in some ways but weaken them in others. Globalization debates all over the world illustrate both the significant resistance to and the widespread acceptance of it. While some are embraced as positive, others are rejected as destructive to cultures, the environment, and political and economic institutions, especially in poorer countries.
## Free Trade and Globalization

### Social Studies

<table>
<thead>
<tr>
<th>PACING CHART</th>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
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<tr>
<td>Unit 1</td>
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<td>Unit 2</td>
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<td>Unit 3</td>
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<td>Unit 4</td>
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<td>Unit 5</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

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

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
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<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
**Career Ready Practices**

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
**Career Ready Practices**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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</tbody>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Grade: 11 | Unit: 5 Global Crime | Topic: This class will conclude with unit 5, Global Crime. This unit will explore negative but inevitable aspects of globalization. Topics being discussed include the integration of global crime, the illegal trade in human organs, criminal gangs and kidnapping, and contemporary slavery & human trafficking.

NJCCCS:

Standards: CCSS:

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> RH.11-12.7</td>
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<tr>
<td><strong>Evaluate how criminal networks have benefitted more than nation-states from aspects of globalization.</strong></td>
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<tr>
<td><strong>Standard:</strong> W.11-12.4</td>
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<tr>
<td><strong>Power point:</strong> Create a presentation illustrating different ways in which various criminal activities have been expanded as a result of globalization.</td>
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<tr>
<td><strong>Scholarly Article:</strong> ‘Globalization and the Impact on Crime, Corruption and Justice’: <a href="https://drive.google.com/?tab=wo&amp;authuser=0#my-drive">https://drive.google.com/?tab=wo&amp;authuser=0#my-drive</a></td>
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<td><strong>Open ended-Questioning:</strong> Why would slowing down global trade increase global crime? What role does the privatization process play in enabling criminal groups to gain political influence? How and why does global crime enjoy official and unofficial protection?</td>
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<tr>
<td><strong>Quick Write:</strong> Write 2-3 paragraphs explaining how the privatization process in developing countries enables and encourages criminal groups to gain</td>
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<tr>
<td><strong>Scholarly Article:</strong> ‘The Distributive Impact of Privatization in Latin America: Evidence from four countries’: <a href="https://drive.google.com/?tab=wo&amp;authuser=0#my-drive">https://drive.google.com/?tab=wo&amp;authuser=0#my-drive</a></td>
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<td><strong>Website news article:</strong> Third World Network: ‘Privatization and reforms’</td>
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</table>
| Analyze why global crime flourishes in weak states. | Why is the developing world vulnerable to pressure from global criminal enterprises?  
**Standard:**  
RI.11-12.1  
RH.11-12.8 | Why do corrupt officials often participate in illegal activities such as drug trafficking and money laundering?  
**Prezi:**  
2-3 students, create a prezi illustrating information on one of the (12) major illicit markets:  
‘Global Financial Integrity-Transnational Crime in the Developing World’:  
**Interactive Website:**  
‘International Crime’  
**Research Report:**  
‘Transnational organized crime and fragile states’:  
**Research Report:**  
The Global Initiative against Transnational Organized Crime: South Africa’:  
[https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)  
**ELA:** Why is the trafficking of human beings increased because of globalization? Write a 300-word essay. | political influence.  
**Think-Pair-Share:**  
What kinds of problems does privatization cause that can lead to corruption?  
‘Policy & tools: Challenging Privatization’:  
**Research Report:**  
‘Transnational Crime in the Developing World’:  
**spread corruption**:  
| Evaluate the foundations of the contemporary global drug problem. | When was the foundation for the contemporary global drug problem initiated?  
How did the Opium Wars begin?  
How do global & domestic inequalities motivate the poor to participate in drug production, transportation and distribution?  
What makes it possible for drug cartels to flourish? | **Guided Reading Activity:**  
‘Governing the Global Drug Wars’:  
Read the section on Latin America on p.37-46.  
Analyze the foundations for the contemporary global drug problem. | **Website:**  
‘General Assembly: Drugs and Crime as a Threat to Development’:  
Website:  
‘Opium Wars (1839-42):’  
[http://www.sacu.org/opium2.html](http://www.sacu.org/opium2.html)  
**History article:**  
‘Emperor of China declares War on Drugs’: | **Math:**  
Create a chart illustrating statistics of illegal drug use in the United States.  
Choose an age group and a decade, for which to base your research and your statistics on. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What are the Golden Triangle countries? What are the Golden Crescent countries?</td>
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<tr>
<td>What plant is heroin cultivated from?</td>
<td>Journal: Respond to the quote below: ‘It’s so Important for Americans to know that the traffic of drugs finances the work of terror, sustaining terrorists, that terrorists’</td>
</tr>
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</table>

**Reference Article:**

**Blog Website:**

**Research Report:**
‘International drug trafficking-Threats, challenged and responses’: [https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)

**Art/ELA Photo Essay:**
Create a ten image annotated photo essay showing the impact of the illegal drug trade around the globe.
| Analyze different efforts to control the drug problem. | What was Plan Colombia? Did it work?  
What is the difference between the coca leaf and cocaine?  
What are the major differences between ‘The War on Drugs’ and ‘The Harm-Reduction Approach’? | **Open ended-Questioning:** Has the ‘War on Drugs’ been effective in combating the global drug problem?  
‘Rethinking the “War on Drugs” Through the US-Mexico Prism’:  
[http://www.ycsg.yale.edu/center/forms/rethinking-war-on-drugs.pdf](http://www.ycsg.yale.edu/center/forms/rethinking-war-on-drugs.pdf)  
**Information Fact Sheet/Case Study activity:**  
‘Harm Reduction: Fact Sheet’:  
[https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)  
**Oxford Style Debate:** Should Marijuana be legalized federally? Why do you think there are | **Documentary (53:10):**  
‘Plan Colombia’ (2003):  
**Website:**  
Office of National Drug Control Policy:’  
Principles of Modern Drug Policy’:  
**Research analysis:**  
‘The War on Drugs: Creating Crime, enriching criminals’:  
[https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)  
**ELA:** Write a one-page essay for or against the decriminalization of illegal drugs in America. |
<table>
<thead>
<tr>
<th>Evaluate how globalization has helped gangs to grow.</th>
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<tbody>
<tr>
<td><strong>Standard:</strong> 6.2.12.B.6.a</td>
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<tr>
<td><strong>How has repeated exposure to cultural globalization (especially violent television programs, movies, video games) reinforced the violent behavior of gangs?</strong></td>
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<tr>
<td><strong>Journal:</strong> Analyze the violent images exposed in violent films, video games etc., do you think they influence violent behavior?</td>
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<tr>
<td><strong>Graphic Organizer:</strong> Design a Venn diagram illustrating the relationship between fewer government-provided public services due to privatization and growth of gangs.</td>
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<tr>
<td><strong>Resource Report:</strong> ‘El Salvador: Political and Economic Conditions and US Relations’: <a href="https://drive.google.com/?tab=wo&amp;authuser=0#my-drive">https://drive.google.com/?tab=wo&amp;authuser=0#my-drive</a></td>
</tr>
<tr>
<td><strong>Scholarly Article:</strong> ‘The Global Impact to Gangs’: <a href="https://drive.google.com/?tab=wo&amp;authuser=0#my-drive">https://drive.google.com/?tab=wo&amp;authuser=0#my-drive</a></td>
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<tr>
<td><strong>ELA Essay:</strong> The United States Treasury has designated a violent gang set up by El Salvador immigrants in the Los Angeles area as a &quot;transnational criminal organization&quot;. How will ability of the US government to freeze MS-13 Bank accounts help to combat their criminal activities?</td>
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<tr>
<td>Examine the foundations for rising gang violence in the United States?</td>
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<td><strong>Standard:</strong></td>
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<tr>
<td>6.1.12.D.16.a</td>
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<td>6.1.12.D.14.b</td>
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</table>

What events gave rise to gang violence in Central America?

What happened to the 200,000 young Central Americans that were deported as a result of the 1996 immigration laws?

How have changes to the immigration law of 1996 impacted immigrants currently residing in the United States?

**Open ended-Questioning:**
How did the deportation of tens of thousands of immigrants with criminal records in the 1990s reshape society in Central America?

‘American-born Gangs helping drive immigrant crisis as US Border’:

**Think-Pair-Share:**
Choose a partner, read through interview of former gang member. Each student should read a part:
‘Living in gangland: Former gang member turned educator talks about the globalization of a violent culture’:

**Documentary (42:20):**
National Geographic: ‘MS13-America’s Deadliest Gang’:
[https://www.youtube.com/watch?v=uFGvPnvhXUU](https://www.youtube.com/watch?v=uFGvPnvhXUU)

**Law Reference:**
Deportations, Removals and the 1996 Immigration Acts’:
[https://drive.google.com/?tab=wo&authuser=0#my-drive](https://drive.google.com/?tab=wo&authuser=0#my-drive)

**News Article:**
‘Legal historian and immigration law scholar speaks as part of UTEP’s Centennial Lecture series’:

**ELA Compare and Contrast Essay:**
Choose an active gang from the United States, investigate and research them to compare their activities to the MS-13. How are they similar? How do they differ?
<table>
<thead>
<tr>
<th>Task</th>
<th>Question</th>
<th>Resource</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>Globalization and Human Trafficking</strong></td>
<td>Distinguish between human trafficking and contemporary slavery.</td>
<td><strong>Standards:</strong> W.11-12.2</td>
<td><strong>Interactive Website:</strong> <a href="http://www.insightcrime.org/the-mafia-s-shadow-in-the-americas">http://www.insightcrime.org/the-mafia-s-shadow-in-the-americas</a></td>
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<td>What is contemporary slavery?</td>
<td><strong>Interactive Website:</strong> <a href="http://gvnet.com/humantrafficking/">Human Trafficking &amp; Modern-day Slavery</a></td>
<td><strong>Interactive Website:</strong> The Schuster Institute of Investigative Journalism: 'Human Trafficking &amp; Modern-day Slavery': <a href="http://www.brandeis.edu/investigate/slavery/index.html">http://www.brandeis.edu/investigate/slavery/index.html</a></td>
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<td></td>
<td>Why does human trafficking receive much less attention compared to the global drug trade?</td>
<td></td>
<td><strong>Guided reading/follow-up questioning:</strong> Read article on globalization and human trafficking (p.46-48): <strong>Research Journal:</strong> ‘The Transnational and Sub-National in Global Crimes’: <a href="https://drive.google.com/?tab=wo&amp;authuser=0#my-drive">https://drive.google.com/?tab=wo&amp;authuser=0#my-drive</a></td>
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<td>President statement: Statement of President Clinton signing the Victims of Trafficking and Violence Protection Act of 2000: <a href="http://www.presidency.ucsb.edu/ws/?pid=1105">http://www.presidency.ucsb.edu/ws/?pid=1105</a></td>
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</table>
Unit 5 Vocabulary

global crime, money laundering, golden triangle countries, golden crescent countries, Opium Wars, the British East India Company, the War on Drugs, Plan Colombia, the Harm-Reduction approach, the Bio-Medical Tissue Service, MS-13 gang, Zeta gang, human trafficking, brothels, contemporary slavery, the Victims of Trafficking & Violence Protection Act, the Hybridization Theory, the Clash-of-Civilizations Theory, cultural reservoirs, ethnocentrism, culture, subculture, dehumanization, empathy, economic regionalization.

Final Free Trade and Globalization Seminar Project

Part I: Research
You will research a topic from the given list or if you have a compelling topic you can share it for approval. Your research paper must be 4-5 pages, typed, font size 12 and double-spaced. Number your pages and staple them together with a title page including your topic (font size 24 and centered), your name, class and date (font size 18) in the bottom corner. In addition, your paper must include MLA parenthetical citations.

Your research paper must include an introduction, body and conclusion. You must also include an overall view of what your paper is about and “a BIG question” (example: Why is Wal-Mart given tax breaks to move into communities? Who is responsible for this and what effect does it have on the community and the American economy as a whole?) in your introduction. You are to include facts and research/evidence to back up your facts in the body. Your conclusion must include a solution (example: Foreign competition in the auto industry has been hurting the American economy for years, so I propose that we lobby Congress and change the laws and create trade agreements with South Korea and India.), as well as your personal opinion or remark (example: In my opinion all coffee in the United States should be fair trade certified to ensure coffee workers are not exploited).

Use your own words, do NOT cut and paste. Absolutely NO plagiarism! Any form of copying (plagiarism) whether it is from another student, the Internet or a book will result in an F for your final grade and a parent conference.

Part II: Bibliography
The bibliography for this research project must be an annotated bibliography. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. You must
use 3 different websites, 3 different books, at least 1 magazine, periodical, newspaper article or scholarly journal. You also must include at least one primary source (ex: an interview etc.) You must use Noodle Tools for your bibliography outline. Sources must be accurate and in MLA Format (they will be checked!).

Part 3: Visual/Technology
You must include some type of visual project that corresponds with your research. (Example: If your research the economic effects of colonization on South America, you should include graphs, charts, and other visual evidence). You can choose from the following ideas or you can come up with your own and present your idea for approval. Be creative!

Ideas:
- Create a website
- Create a blog
- Make a music video
- Glogster
- Video Blog
- Prezi
- Imovie, Moviemaker etc!

****Movies should be at least 10 minutes in length

***Each research project must include a big question and thesis. Your goal is to prove this thesis by providing evidence!!!

Please email all work to IHSglobalstudies@gmail.com

Part 4: Oral Presentation
You will present your visual project and discuss your topic in front of the class. You must explain yourself clearly and thoroughly understand what you are demonstrating. You will not read directly from a paper but rather memorize or use 3x5 index cards with a brief outline.

Part 5: Grading
You can work independently, with a partner or with a group of three. You will be graded on your research paper, your visual/electronic project and oral presentation. Each part counts equally. Your grade will be based on 3 rubrics: Self-grade,
partner/group grade and teacher grade. Your final project counts as 10% of your final grade for the year as well as several homework grades during the working process. You will work on your projects during the 4th marking periods.

**Part 6: Calendar (May–June)**

- Organize topic
- Choose individual, partner, group
- Get approval for topic
- Come up with a BIG question
- Brainstorm
- Get approval for visual project
- Create bibme.org account
- At least 20 sources good in the annotated bib

- Research
- List of presentation materials and plan
- Begin writing paper
- Work on presentation
- Finish writing paper
- Annotated bibliography (second set on note cards)
- MLA citations
- Add any extra sources (such as interviews and any other primary documents)
- Presentations
- Finishing touches on all aspects of the projects
- Become an expert on your topic

June 15 all projects will go live on the Internet!
Suggested Topic Ideas:

- Fair Trade: Starbucks vs. Dunkin Donuts
- Wal-Mart: Why do people in NJ shop at Wal-Mart
- Wal-Mart: Wal-Mart’s low prices are good for America.
- Privatization of water: Coca Cola and India
- Gangster Economies
- Free Trade and NAFTA
- Globalization: Outsourcing is bad for America
- Choose a country and how does globalization and or free trade affect this country
- Bangladesh factory fire: garment factories and the role of European and American companies and workplace safety
- Human Trafficking from the Ukraine
- Human trafficking in Amsterdam to meet the needs of legal prostitution.
- Capitalism: does the American dream still exist?
- Comparing poverty in America with another country
- Japan Fukushima Power Nuclear Power Plant and Tsunami: Supply Chain
- Trade: Government instability and high food prices (Egypt)
- Child Labor: Children picking blueberries in the US
- Role Reversal: China depending on US for lumber following Russian lumber tariff hikes
- Anti-Globalization in America: restoring America’s Auto Industry (Ex: Super Bowl Eminem Motor City Commercial 2012)
- Occupy Wall Street
- World Trade Organization
- World Bank and role in developing nations
- De Beers and Blood Diamonds
- Shopping at H&M and supporting slave labor
- Middle East Conflict and the price of oil
- Apple and Outsourcing production to China
- Annexation of Crimea by Russia and economic sanctions