

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Globalization and International Relations 1AB				Course Code		S0384-S0385			
Transcript Title:	Globalization and International Relations 1AB			Grades Levels:	9-12		Board Adoption Date:		May 26, 2015		
Content Area:	Social Science			GPA Scale:	4.0		Date Course Submitted:		June 2015		
Credential Req:	Social Science		Graduation Subject Areas:		Elective						
UC/CSU “A-G” Area Approvals:		G		School Site that wrote and submitted the course:				Newport Harbor			
Prerequisite(s):	None										
Next course(s):	World History, AP World History, AP European History, U.S. History, AP U.S. History, Government/Economics, AP Government, AP Comparative Government, AP Macro Economics										

COURSE DESCRIPTION *(catalog summary):*

Globalization and International Relations is a series of innovative curriculum guides created by the University of California Irvine's School of Social Sciences for secondary school educators and students on the 21st Century forces and issues of globalization. The curriculum is designed to introduce high school students to the formal academic disciplines of anthropology, economics, geography, international studies, political science and sociology. The Globalization and International Relations publications allow us to share original University research and teachings with students and teachers beyond our immediate reach.

The study of worldwide issues through Globalization and International Relations establishes an environment that creates responsible global citizens and encourages students to pursue higher education. Globalization and International Relations builds a bridge to the world for our nation's secondary school students.

Globalization and International Relations dedicates its educational program and publications to addressing California's History/Social Studies Curriculum Framework and the National Curriculum Standards for Social Studies. The course will be a 2-semester (year-long) class that focuses on current events and issues. Classroom lessons are innovative in structure and not only teach students factual information, but serve as an ideal platform for analytical-reflective thinking about global issues.

The Program translates cutting edge University social science teachings on the 21st century into age appropriate curriculum for high school learners.

Community host schools work with the UC Irvine team of students and faculty to introduce global studies via power point presentations, interactive workshops and capstone projects directly into participating classrooms.

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GOALS *(expected performance outcomes for students):*

Students will be able to explain in a formal written report how current political conditions are impacted by past historical events.

Students will be able to orally describe the foreign policy issues of a different of countries and how they interact domestically and internationally. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Students will evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

Students will be able to explain the purpose and function of the United Nations on the World Stage

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Globalization and International Relations meets the Common Core State Standards by addressing the following

1. Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and primary source readings.
2. Emphasizing Evidence Based Writings Skills through the introduction of formal-academic forms of in-class writings, take-home assignments, and unit capstone projects.
3. Building a discipline-based vocabulary
4. Expanding the students' abilities to: Use Quality Academic Sources/Organize Data/Analyze/Cite & Discuss
5. Integrating contemporary use of technology for online research and general inquiry
6. *Econ 12.1: Students will understand common economic terms and concepts and economic reasoning.*
7. *Econ 12.2.Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.*
8. *Econ 12.2.4:Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy*
9. *WH 101.10: Students analyze instances of national building in the contemporary world in Middle East and China. Students will discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy*
10. *WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions*

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EVALUATION (how the effectiveness of the course will be monitored and assessed):

Students will be evaluated by looking at their performance on writing, oral presentations, and geography quizzes

- Students' performance in developing a NGO (Think Globally, Act Locally) project
- Multi-National Corporation power point assignment
- International Reporters Notebook
- Expository Essay on China
- End of the year Symposium at UCI with presentations

Unit 1	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction of Globalization Subtopics: • Global Citizenship • Intro to Globalization • Our Earth • Water: A Global Problem • Globalization of Science • Appreciating Cultural Diversity • Immigration • Inequality: Where do You Fit In? • Global E-Community	• Global Citizen • Global Interdependency • Nation-State • Non-governmental organizations • The "New California" • Political Geography • Physical Geography	California Content Standards are not available. However students will be exposed to current California State Standards for Economics. Econ 12.1: Students will understand common economic terms and concepts and economic reasoning. Econ 12.2.Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. Common Core State Standards will be applied	• Lectures • Readings: • Becoming Citizens of the World • Global Majority Faces Water Shortages within Two Generations • Globalization • Hollywood goes Global Bigger Abroad • Worksheets: • Understanding the "Global Family" • Distribution of Wealth • Megacities • Water Crisis • Global Cultures *Readings are updated annually through UCI	Power point Lectures Utilization of UC Irvine's School of Social Sciences Global Scope Publication. Video: 2 million minutes
Differentiation	Support -- for students who are struggling with the	Content: Vocabulary Process: Graphic Organizers, Pictures, Print out of PowerPoints Lecture that highlight important vocabulary, partner collaboration		

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	content	Product: Student generated projects and writing assignments		
	Extension – for high achieving students.	Content: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of text. Process: Primary Source Document Readings Product: Development of Essay Writing Skills		
Evaluation	Formative Assessments (ongoing & mid-lesson): Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing			
	Summative Assessments (unit final evaluation): Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills. Students will begin working on the project beginning first quarter by creating an original non-governmental organization (NGO)			

Unit 2	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Project of Change Subtopics: - Introduction to Millennium Development of goals - Non-Governmental Organizations - Poverty & Hunger - Universal Primary Education - Gender Equity	- UN Millennium goals - United Nations - Non-Governmental Organizations - Education Reform - Literacy - Empowerment - Gender equality - Borderless Diseases - Environmental Degradation	12.2.4: Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy Common Core State Standards will be applied	- Lectures - Socratic Seminar discussions - Worksheets on Millennium goals	Power point Lectures Utilization of UC Irvine's School of Social Sciences Global Scope Publication

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• Maternal Health/Child Mortality • Borderless Diseases • Environmental Sustainability • Developing Global Partnerships • Post-MDGs	• Global partnership			
Differentiation	Support -- for students who are struggling with the content	Content: Vocabulary Process: Graphic Organizers, Pictures, Print out of PowerPoints Lecture that highlight important vocabulary, partner collaboration Product: Student generated projects and writing assignments		
	Extension – for high achieving students.	: Content: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of text. Process: Primary Source Document Readings Product: Development of Essay Writing Skills		
Evaluation	Formative Assessments (ongoing & mid-lesson): Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing			
	Summative Assessments (unit final evaluation): Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills. Students will begin working on the project beginning first quarter by creating an original non-governmental organization (NGO). CAPSTONE: Create your own non-governmental organization (NGO)			

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Unit 3	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Comparing the Wealth of Nations Subtopics - Economic Roots of Globalization - Defining Wealth - Comparing the Wealth of Nations - Multinational Corporations - Global Impact of the Great Recession	- Global economy - Adam Smith - Interdependence - Developed and Developing nations - Productivity - World Trade Organization (WTO) - Social responsibility - Global Recession - Gross Domestic Product (GDP) - Multinational corporation	<i>Econ: 12.6.3: Understand the changing role of international political & territorial sovereignty in a global economy.</i> <i>WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions.</i> <i>Common Core State Standards will be applied</i>	- Lectures - CIA World Fact book for analysis - Trade game for comparing wealth of nations - Corporation identity checklist to use for power point student assignment - Close reading: <i>Rebuilding America's Economy</i> - Current Events on Economic issues	<i>Power point Lectures</i> <i>Utilization of UC Irvine's School of Social Sciences Global Scope Publication</i>
Differentiation	Support -- for students who are struggling with the content	Content: Vocabulary Process: Graphic Organizers, Pictures, Print out of PowerPoints Lecture that highlight important vocabulary, partner collaboration Product: Student generated projects and writing assignments		
	Extension – for high achieving students.	Content: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of text. Process: Primary Source Document Readings Product: Development of Essay Writing Skills		

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Evaluation	Formative Assessments (ongoing & mid-lesson): Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing
	Summative Assessments (unit final evaluation): Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills. Students will complete a non-governmental organization (NGO)

Unit 4	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction to International relations [Subtopics] - Infrastructure - The quest for power and order - Foreign policy - The European Union - Human Rights & international Law - Failed States	European Union Terrorism Nation-State Genocide Crimes Against Humanity Displacement War Crimes	WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions. Common Core State Standards will be applied	- Lectures - International reporter's notebook - Looking up the Montreal Protocol and Ottawa Treaty: Environmental issues - Workshop: How to build a nation? - Workshop: Foreign Policy - Closed reading using current articles - Worksheet: How does a state fail worksheet? - Simulation on Human Rights and the Rule of Law	Power point Lectures Utilization of UC Irvine's School of Social Sciences Global Scope Publication Video production: Sometimes in April

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Differentiation	Support -- for students who are struggling with the content	Content: Vocabulary Process: Graphic Organizers, Pictures, Print out of PowerPoints Lecture that highlight important vocabulary, partner collaboration Product: Student generated projects and writing assignments
	Extension – for high achieving students.	Content: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of text. Process: Primary Source Document Readings Product: Development of Essay Writing Skills
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing</i>	
	Summative Assessments (unit final evaluation): <i>Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills.</i>	

Unit 5	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Global Competition for power Subtopics China in the 21st Century	- Communism - Confederation - Free Trade Area - Emerging Nations - Tiananmen	<i>WH 101.10: Students analyze instances of national building in the contemporary world in Middle East and China. Students will discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</i>	- Lectures - Case study of China in 21st Century - China in the American imagination - MUNK Debates	<i>Power point Lectures</i> <i>Utilization of UC Irvine's School of Social Sciences Global Scope Publication</i>

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	<i>protest</i> • <i>Mao Zedong</i> • <i>One Child Policy</i> • <i>Super Power</i>	<i>WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions.</i> <i>Common Core State Standards will be applied</i>		<i>Video: Young and the Restless in China</i>	
Differentiation	Support -- for students who are struggling with the content	Content: Vocabulary Process: Graphic Organizers, Pictures, Print out of PowerPoints Lecture that highlight important vocabulary, partner collaboration Product: Student generated projects and writing assignments			
	Extension – for high achieving students.	Content: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of text. Process: Primary Source Document Readings Product: Development of Essay Writing Skills			
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing</i>				
	Summative Assessments (<i>unit final evaluation</i>): <i>Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills. Students will complete a formal expository paper on China.</i>				

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Middle East Subtopics <i>Case Studies: Egypt, Syria, Tunisia</i>	<i>Autocracy</i> <i>Arab Spring</i> <i>Civic Responsibility</i> <i>Democracy</i> <i>Crony Capitalism</i> <i>Coup d'état</i> <i>Free Press</i> <i>Mandate</i> <i>Theocracy</i> <i>Shi'a vs. Sunni</i> <i>Refugees</i> <i>Republic</i>	<i>WH 10.10: Students analyze instances of national building in the contemporary world in Middle East and China. Students will discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</i> <i>WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions.</i> <i>Common Core State Standards will be applied</i>	<i>Lectures</i> <i>Closed readings and worksheets</i>	<i>Power point Lectures</i> <i>Utilization of UC Irvine's School of Social Sciences Global Scope Publication</i> <i>Video: Inside Islam</i>

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Reading Quizzes, Map Quizzes, Mini-Essays, Globalization Journal Writing</i>	
	Summative Assessments (<i>unit final evaluation</i>): <i>Project of Change Assessment (Research, Writing and Presentation). This is an ongoing, semester long project. It will utilize the Common Core Writing and Reading Skills. Students will write a persuasive essay and a provide an individual assessment of an assigned nationals ability to respond to protestors demands.</i>	