

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

Course Title	<i>HNR Globalization & International Relations</i>	Course Code	<i>S0397-398</i>
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Transcript Title:	HNR Global Relations AB			Grades Levels:	9-12	Board Adoption Date:	06/09/2020
Content Area:	Social Science			GPA Scale:	4.5	Date Course Submitted:	3/13/2020
Credential Required:	Social Science	Graduation Subject Areas:			Elective	CALPADS Code:	9180
UC/CSU “A-G” Area Approvals:		G		School Site/person that wrote and submitted the course:			Evan Chalmers
Recommend Skills:	None						
Next course(s):	NA						
Textbook to be used:	Global Scope Curriculum Guide						

COURSE DESCRIPTION *(catalog summary):*

Globalization and International Relations is a social science course that introduces students to the forces, events, individuals and issues that define the increasing interaction and interdependence of the people and nations of our 21st century world. The curriculum's central presentations, interactive workshops, readings, computer- writing prompts, team and individual student projects are based on the disciplines of geography, political science, economics, anthropology, sociology, and international studies.

This course has been created through a unique collaboration between UCI School of Social Sciences' faculty and graduate students and the educators and administrators at Saddleback Valley Unified School District's Laguna Hills High School and Newport Mesa Unified School District's Newport Harbor High School. Teacher and student editions of *GlobalScope Curriculum Guides* have been developed to assist in the introduction and implementation of the course.

The course addresses *Thematic Strand IX: Global Connections of the National Curriculum Standards for Social Studies*. <https://www.socialstudies.org/standards> and incorporates key standards defined in the California State Standards and Framework.

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Global Connect specifically targets and meets the Common Core Standards by:

- Focusing on non-fiction, discipline based content through formal academic PowerPoint presentations, interactive workshops, and readings
- Emphasizing Evidence Based Writing Skills through the introduction of take-home assignments, and unit capstone projects, and formal academic forms of in-class writing
- Building a discipline-based vocabulary (a set of new terms are defined to complement each week's academic theme)
- Expanding the students' abilities to: Use quality academic sources, organize data, analyze, and cite & discuss
- Integrating contemporary use of technology for online research and general inquiry

GOALS (*expected performance outcomes for students*):

A. Course goals and/or major student outcomes:

- To introduce students to the academic disciplines of the Social Sciences through economics, political science, anthropology, geography, sociology, and international studies.
- To expand students' ability in political geography through studying nations by region, economic development, HDI, and regional relationships.
- To advance computer literacy via independent research and analysis.
- To improve literacy through reading and responding to various prompts related to course material.

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- e. Foster critical thinking skills through exposing students to college level subjects and discussion.

B. Course Objectives:

- a. Address the global studies gap in California schools
- b. Foster critical thinking skills by introducing students to contemporary global topics and issues through the social science disciplines
- c. Create original age appropriate curriculum on contemporary issues and studies
- d. Offer the student the opportunity to create their own NGOs, showing their ability to work cooperatively with peers while attempting to solve a real life community issue
- e. introduce students to quality non-fiction source readings both from academic in-print materials and core quality websites (CIA Factbook, CNN, BBC, NY Times, Washington Post, UN Websites)
- f. Provide on-going opportunities for the students to use the computer as an educational vehicle for inquiry and research
- g. To strengthen communication skills through oral presentations and diverse writing challenges. These challenges range from creating editorial statements, political cartoons, effective power point presentations to introduction to research processes and expository writing assignments
- h. Provide young high school students with a new knowledge base for their tenth grade study of World History or IB studies

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- i. To focus on post 1990 events and issues that are defining the 21st century and that will directly impact the personal and professional lives of the students.
- j. To assume a non-static approach to editing and expanding to the curriculum. Each summer new units can be added and existing lessons can be refined. During the summer of 2009, new lessons are being created on the current economic global recession, environmental change and “how to build a nation”.

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

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

- 1. Quizzes,
- 2. Graded writing prompts
- 3. Homework assignment
- 4. Team projects
- 5. PowerPoint Documents & Presentation
- 6. Participation

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Unit 1	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Intro to Globalization</i> PPT discussing the nature and significance of globalization in the 21st century. <i>[Subtopics]</i> <i>A Sense of Place:</i> Exploring geography and the meaning of physical location according to social/cultural identity and mental maps. <i>Global Citizenship:</i> Lesson based on the individual and the local community within the global environment. Explores competition,	● Bachelor's Degree ● Registrar ● Quarter vs. Semester ● Undergraduate vs. Graduate Student ● Geography ● Economic Geography ● Cultural Geography ● Political Geography ● Citizenship ● Sovereignty ● Global Citizen ● Non-Governmental Organization (NGOs) ● Global Interdependence ● Globalization	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. ● Brainstorm in groups on world statistics and global “family” ● Work in groups on identifying characteristics of the 4 sectors of the world (inequality, quality of life, urbanization, life expectancy/education)	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope</i>: Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.

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cooperation and communication in the international context. <i>Appreciating Cultural Diversity:</i> Delves into the constructs of culture and how it influences our lives. From a first person perspective, the significance of diversity is stressed while recognizing universal human similarities. <i>Immigration:</i> Exploring the push and pull factors of why people immigrate and the overall domestic implications on a nation through policy. <i>Mass Media and the Creation of a Global Society:</i> Covering the definition of media, news and	● Material/Non-material Culture ● Assimilation ● Cultural Appropriation ● Stereotype 				

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the profession of journalism. Also extrapolates the future of media in today's society. Climate Change: Explore environmental challenges and risks. Causes of climate change including greenhouse gases, physical, ecological and social. Identify international environmental policies and what we can do.	● News Literacy ● Transparency ● Yellow Journalism ● Climate Change ● Greenhouse Effect ● Feedback Loop ● United Nations (UN) ● Desertification ● Ocean Acidification ● Deforestation ● Melting Glaciers		● Analyze and identify the cause and effects of climate change around the world
Differentiation	Support -- for students who are struggling with the content	Content: outline notes printed lectures, Cornell note taking training Process: Venn diagrams, group activity and brainstorming, analysis Product: <i>Socratic Seminar</i>	
	Extension – for high achieving students.	Content: <i>Cornell notetaking skills, evaluating validity of primary and secondary sources as effective evidence, citing sources</i> Process: <i>Metacognitive flow charts</i> Product: essay writing, short answer questions, Cause and effect essay	

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Participation		
	Summative Assessments (<i>unit final evaluation</i>): Vocabulary exam, Team projects, Test, Short answer essay responses, map tests, socratic seminars,		

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Unit 2	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> Project of Change <i>[Subtopics]</i> Introduction to the Sustainable Development Goals: Exploring the structure of the United Nations and the creation and progress of the Sustainable Development Goals Non-Governmental Organizations: Defining the mission of a non governmental organization and the practical methods of the starting and sustaining such an organization	• UN Sustainable Development Goals • UN Millenium Development Goals • Non-Governmental Organizations (NGOs) • Humanitarian Aid • Development Aid • Civil Society	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. • Capstone project: Project of Change ○ Research and analysis ○ Unit project	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope:</i> Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.

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Human Needs & Freedoms: Defines global issues as they relate to the basic needs and freedoms of the individual. Explores physical needs and basic rights that are universal. Case Study: Quality Education (Interchangeable) Case Study: Poverty and Hunger (Interchangeable) Case Study: Gender Equality Case Study: Clean Water and Sanitation	● Sanitation ● War ● Poverty ● Hunger ● Terrorism ● Water ● Pollution ● Universal Access to Education ● Literacy ● Famine ● Food security ● Sustainable agriculture ● Food desert ● Gender equality ● Gender inequality index ● Empowerment ● Sanitation ● Water quality ● Water infrastructure ● Water pollution			

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Case Study: Good Health and Well-being	● Mortality ● Mental Health ● Communicable diseases			
Case Study: Peace Justice and Strong Institution	● Universal Declaration of Rights ● Corruption ● Bribery ● Tax evasion ● UNICEF			
Differentiation	Support -- for students who are struggling with the content	Content: <i>embedded video clips, Content outlined notes printed lectures, Cornell note taking training</i> Process: <i>Venn diagrams, group activity and brainstorming, analysis</i> Product: <i>Socratic Seminar, service-based learning NGO team project, Project of change</i>		
	Extension – for high achieving students.	Content: <i>graphs and statistical information analysis, Cornell notetaking skills, evaluating validity of primary and secondary sources as effective evidence, citing sources</i> Process: <i>Metacognitive flow charts</i> Product: <i>essay writing, service-based learning project, project of Change</i>		

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Evaluation	Formative Assessments (ongoing & mid-lesson): Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Project of Change Participation		
	Summative Assessments (unit final evaluation): Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Project of Change Participation		

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Unit 3	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Wealth of Nations [Subtopics] Defining Wealth: Wealth and ways to measure it--specifically gross domestic product Comparing the Wealth of Nations: Exploring the various stages of development in a country (developed, transitional, developing) (Based on the study of Human Development Index	● Global Economies ● Economic globalization ● Goods ● Global Commodity Chain ● Wealth ● Gross Domestic Product ● GDP Per Capita ● Human Development Index ● Developed vs. Developing vs. Least Developed countries ● Peripheral vs semi-peripheral countries	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. ● Project research and analysis ● Research and analysis	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope:</i> Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.

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<i>categories of wealth)</i> Inequality: Using the GINI Index to measure the degree of inequality in a country, to measure a country’s development in terms of education, access to basic needs, etc. International Trade: To explore a nation’s resources, ability, and labor costs; to understand trade transactions such as goods and services and how a country can secure the needs of its people/population. Multinational Corporations and Globalization, Business without Borders: Explains the demand and	● Inequality ● Middle class ● Occupy Wall Street ● Multidimensional Poverty Index ● Blue collar vs. white collar ● Exchange rate ● International Trade ● Trade Agreements ● Trade War ● Trade Deficit ● Multinational Corporation ● Cost of production ● Exploitation ● Walmarting ● McDonaldization ● Disneyfication ● Sweatshop		● Analysis and compare global economics statistics ● Case study observation ● Interactive critical thinking activity illustrating how exchange rates work in the real world	

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incentive for MNCs and the transformation of cultures.			● Identify multinational corporations around the world ● Research and debate		
Differentiation	Support -- for students who are struggling with the content	Content: <i>embedded video clips, Content outlined notes printed lectures, Cornell note taking training</i> <i>Venn diagrams, group activity and brainstorming, analysis</i> <i>Socratic Seminar</i> Process: Venn diagrams, group activity and brainstorming, analysis Product: Socratic Seminar, service-based learning NGO team project, Project of change			
	Extension – for high achieving students.	Content: <i>graphs and statistical information analysis, Cornell notetaking skills, evaluating validity of primary and secondary sources as effective evidence, citing sources</i> <i>Process: Metacognitive flow charts</i> <i>Product: essay writing</i>			
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Participation</i>				
	Summative Assessments (unit final evaluation): Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Participation				

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Unit 4	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Title] Intro to International Relations [Subtopics] Introduction to Semester II Raises Core Questions to be addressed in the second semester course: Who are considered global actors? What is power? (Economic strength/Size of population/Political Prowess) How do we define and analyze conflict and the pursuit of peace in the 21st century? Exploring Foreign Policy Power Point lesson that focuses on an	● Global actors ● Nation vs State vs Nation-state ● Power ● Infrastructure ● Paris Climate Agreement ● Multilateralism vs Unilateralism	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. ● Weekly research report journals ● Mock United Nations Conference ● Nation-state independence	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope</i>: Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.

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analysis of foreign policy formation, strategies and challenges Understanding Human Rights Introduces the meaning of human rights through an examination of the use of words and ideals and by examining the Universal Declaration of Human Rights. Genocide Global Historical Perspective Holocaust Rohingya Khmer Rouge/ Cambodia Fragile States What are the indicators that define a nation as a “failed state”?	● Domestic policy vs Foreign policy ● Soft power vs hard power ● Diplomacy ● Military force ● Foreign Aid ● Bill of Rights ● Human Rights ● The Rule of Law ● US Constitution ● Universal Declaration of Human Rights ● Genocide ● 10 Stages of Genocide ● Crimes against humanity	● Letter to White House ● Case study analysis as United States Committee on Foreign Relations ● Case study analysis of Human Rights Violations ● Letter project to a campaign of choice	

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What are some of these failing states and why have they failed? Nuclear Threat: To describe the threats a country is facing concerning nuclear weapons; To explore the historical content of nuclear proliferation.	• Polarization • Propaganda • Whistleblowers • Regime • “Never Again” • Fragile states • Refugee • Brain drain • Population Demographic • Uneven Development • Factionalized elites • Nuclear weapons • Manhattan Project • Cold War • Robert Openheimer • Nuclear Arm Race •		• Research and analysis of 4 distinct acts of genocides • Case study analysis utilizing CIA factbook • Class debate on intervention on North Korea’s nuclear policy	
Differentiation	Support -- for students who are struggling with the content	Content: embedded video clips, Content outlined notes printed lectures, Cornell note taking training Venn diagrams, group activity and brainstorming, analysis Socratic Seminar Process: Venn diagrams, group activity and brainstorming, analysis, think alouds Product: Socratic Seminar, service-based learning NGO team project, Project International Reporter		
	Extension – for high achieving students.	Content: <i>Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections,</i> Participation: Process: <i>Metacognitive flow charts</i> Product: <i>essay writing, Project International reporter</i>		

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		Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson): Evaluate critical thinking responses and Written responses to News articles, Quizzes, Graded writing prompts, Homework assignment, notes reflections, Participation			
	Summative Assessments (unit final evaluation): Summative Assessments (unit final evaluation): Evaluate critical thinking responses, Quizzes, Graded writing prompts, Homework assignment, notes reflections, International Reporter Notebook, Participation			

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Unit 5	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
[Title] Hot Topics/ Hot Spots [Subtopics] Threats to Freedom of Speech and the Press Explore the meaning and boundaries of Freedom of Speech and the Press, explore what freedom of speech and the press is like in the 21st century. Cybersecurity To explore cybersecurity and cybersecurity issues the United States is facing; cyberwarfare Refugee Crisis	● Activism ● Censorship ● First Amendment ● Hate Speech ● Investigative Journalism ● Obscenity ● Cyberwarfare ● Cybersecurity ● Identity Theft ● Wikileaks ● Espionage ● Cyber threat	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. ● Group-based discussion and classroom debate ● Explore investigative journalism ● Solution-oriented critical thinking activity ● Critical analysis of 12 different refugee stories ● Mock-UN High Commissioner for Refugees	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope</i>: Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.	

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What causes a refugee crisis? What is considered a refugee crisis? Refugee vs Migrant; What if you were a refugee? New World Order What is the New World Order? United Nations? Global Risk and international order.	● Refugee vs Migrant ● Ethnic cleansing ● Asylum seekers ● Assimilation ● Internally Displaced People ● Populism ● Arms Race ● Brexit ● Colonialism ● Communism ● Democratic Peace Theory ● European Union ● Outsourcing ● World Order ● Xenophobia ● Bipolar vs Unipolar		● Global Risk Factor research on assigned country
Differentiation	Support -- for students who are struggling with the content	Content: embedded video clips, Content outlined notes printed lectures, Cornell note taking training Venn diagrams, group activity and brainstorming, verbal and written analysis Process: Venn diagrams, group activity and brainstorming, analysis Product: Socratic Seminar, Vocabulary clusters assignment,	
	Extension – for high achieving students.	Content: <i>Identify Hate speech, United Nations Role in the world, journalist writing style</i> Process: <i>readers and media, problem solving critical thinking challenges, cause and effect scenarios</i> Product: <i>Vocabulary test, categorizing Global risk factors</i>	

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Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson): Quizzes, Graded writing prompts, Homework assignments, notes and written reflections		
	<i>Summative Assessments</i> (unit final evaluation): Solution based written project, Speech describing response to world issues that disrupt World Order, test, Quizzes, Graded writing prompts,,		

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
[Title] Generation Z [Subtopics] Intro to Generation Z Who are Gen Z and how can they be agents of change? The Power of the People Social Media and the uses of social media for personal uses, political uses, business uses, etc.; Social movements Global Citizen	● Generation ● The Greatest Generation ● Silent Generation ● Baby Boomers ● Generation X ● Millennials ● Generation Z ● Generation Alpha ● Social Media ● Social Movements ● The Gulabi Gang ● Hashtags ● #MeToo ● #NeverAgain ● Arab Spring ● Global Citizen ● Nationality	College, Career, and Civic Life (C3) Framework for Social Studies State Standards	Instructional methods will be largely based on a seminar model. The instructor will open each week with a presentation about the core theme and will continue to reinforce the subject matter through creative workshops and literacy assignments in the following week. The workshops utilized will differ based on the topic, and hence will include: group work, readings, homework assignments, projects, participation, attendance, computer lab, service-based learning, college visit field trips, project-based learning, library research, internet research, videos, power-points, and socratic discussion. ● Capstone Project: Design personal pathway to the future ● Interactive class survey on stereotypes of their generation	Quizzes, Graded writing prompts Homework assignment Team projects PowerPoint Documents & Presentation Participation <i>GlobalScope</i>: Unit I, Unit II, Unit III, Unit IV, Unit V, Unit VI & Student Workbook * Instructional material will consist of readers and media, subject to change depending on the module.	

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Explore what it means to be a global citizen; Pathways after highschool	● Binational identity ● Empathy ● Global Identity		● Group project- create a social movement	
Differentiation	Support -- for students who are struggling with the content	Content: <i>Short current event articles, video clips, powerpoints,with notes, Professor video lectures,</i> Process: group work, close reading, homework assignments, group projects discussions participation, computer lab, service-based learning, Product: :Research based assignment , Cause and effect critical thinking, predicting outcomes of world issues assignments		
	Extension – for high achieving students.	Content: Researching world issues on the internet, Deciphering validity of internet websites and their sources, using statistical information to create Process: Research Topics and Identify reliable sources for research information and statistics on social movements Product: <i>Capstone Project: Design personal pathway to the future</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): Group analysis assignments, service-based learning project assessment check points			
	Summative Assessments (unit final evaluation): Capstone Project: Design personal pathway to the future			

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Unit 7	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks		Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>					
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:			
	Extension – for high achieving students.	Content: Process: Product:			
Evaluation	Formative Assessments (ongoing & mid-lesson):				
	Summative Assessments (unit final evaluation):				

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Unit 8	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks		Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>					
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:			
	Extension – for high achieving students.	Content: Process: Product:			
Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson):				
	<i>Summative Assessments</i> (unit final evaluation):				

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Unit 9	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks		Tools / Texts
[Title] [Subtopics]					
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:			
	Extension – for high achieving students.	Content: Process: Product:			
Evaluation	Formative Assessments (ongoing & mid-lesson):				
	Summative Assessments (unit final evaluation):				

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

Course Title		HNR Globalization & International Relations		Course Code	S0397-398
Unit 10	Length of Unit ... (Days / weeks / class sessions) ...				
	Key Vocabulary	Standards (referenced)	Model Tasks		Tools / Texts
[Title] [Subtopics]					
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:			
	Extension – for high achieving students.	Content: Process: Product:			
Evaluation	Formative Assessments (ongoing & mid-lesson):				
	Summative Assessments (unit final evaluation):				