

Wilson Area School District Planned Course Guide

Title of Planned Course: Contemporary Global Studies

Level: High School

Grade Level: 11 - 12

Subject Area: Social Studies

Course Description: This class will focus on specific historical concepts which have had tremendous effect on the world around us. The course will show how current world and national events have shaped our daily lives. Students have been impacted and shaped by these historic concepts. The course will relate and emphasize how they impact and mold everyday lives in a global 21st Century.

Time/Credit for this Course: 0.5 Academic Year / 0.5 credit

Curriculum Writing Committee: Eric Budge, Kristin Boyer, Jason Kruk, Ryan Poticher, Brendan Powers, Bret Comp

Resources: <http://www.cnn.com/cnn10>
<http://www.worldatlas.com>
<http://www.realclearpolitics.com>
<http://www.balancedpolitics.org>
<http://www.lehighvalleylive.com>
<http://www.wfmz.com>
<http://www.procon.org>
New York Times Upfront Magazine

Curriculum Map

Semester I:

August: Immigration

September: Conflicts with Race, Global Terrorism

October: Current Politics in America, Global Politics

November: Nuclear War/Military Conflicts, Gender Equality

December: Use of Technology in the Modern World, Environmentalism

January: United State's Role in the World (Conflict and Foreign Aid)

Semester II:

January: Immigration

February: Conflicts with Race, Global Terrorism

March: Current Politics in America, Global Politics

April: Nuclear War/Military Conflicts, Gender Equality

May: Use of Technology in the Modern World, Environmentalism

June: United State's Role in the World (Conflict and Foreign Aid)

Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Immigration

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Look at the history of immigration throughout our country's existence
- Compare the immigration rates of different countries in the world to the United States
- Analyze push and pull factors of immigration for different immigrant groups
- Discuss the current topics of illegal immigration and the DREAM Act
- Discuss potential policies and procedures implemented by the federal government to solve illegal immigration

Core Activities: Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
- Cooperative assignments
- Quizzes/Tests
- Homework

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
- Inquiry-based Learning

Materials & Resources:

- Teacher-made instructional materials and resources
- Textbook & online resources
- Primary Sources (i.e., documents, articles, books, videos)
- Secondary Sources (i.e., documents, articles, books, videos)
- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Formal assessments
- Unit projects
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Conflicts with Race

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Analyze the history of race relations in American history by examining different racial groups and demographics in the pursuit of equality facing adversity
- Discuss the role of government in solving racial hostilities and tensions, looking at legislation and law
- Examine current adversities and tensions amongst different groups in America
- Examine current adversities and tensions amongst different groups internationally

Core Activities: Students will complete/participate in the following:

- Note-taking
- Map skills worksheets
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
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- Homework

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Assessments:

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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Global Terrorism

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Identify areas of the world that are affected by modern terrorism
- Identify global terrorist groups
- Discuss the history and/or origins of specific terrorist groups
- Analyze how terrorist groups influences individuals locally, nationally, and globally
- Examine how terrorist groups gain financing for their organizations
- Analyze and discuss isolated incidents of terrorism throughout the world
- Research and explain counterterrorism efforts taking place by the United States and its Allies

Core Activities: Students will complete/participate in the following:

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- Independent assignments
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Assessments:

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- Independent student assignments
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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Current Politics in America

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Compare and contrast governments and their political systems from countries around the world
- Discuss the major issues that separate the two major political parties in this country
- Discuss the relationship between the President of the United States and members of Congress
- Identify the role that 3rd Parties and Special Interest Groups play in shaping America's Public Policies

Core Activities: Students will complete/participate in the following:

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- Independent student assignments
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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Global Politics

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Identify characteristics of different types of governments throughout the world and analyze cooperation and conflict amongst them
- Identify and describe characteristics and contributions of major world leaders and analyze cooperation and conflict amongst them
- To identify and describe major trade networks throughout the world and problems and opportunities in those trade relations
- Identify major geopolitical issues pertaining to security and economics and analyze international bodies/institutions that attempt to solve such issues

Core Activities: Students will complete/participate in the following:

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Assessments:

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- Independent student assignments
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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Nuclear War/Military Conflicts

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Identify major countries throughout the world that are major nuclear powers
- Evaluate, justify and defend the need/usage for nuclear research/proliferation
- Evaluate the future of the world and nuclear energy
- Identify and describe current conflicts and cases of global dissonance
- Evaluate and analyze solutions to current conflicts and cases of global dissonance

Core Activities: Students will complete/participate in the following:

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- Technology: Chromebooks
- Independent assignments
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Assessments:

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- Independent student assignments
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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Gender Equality

Time frame: 1-2 weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Analyze the history of gender relations in American history by examining the groups, individuals, and different movements in the fight for gender equality
- Discuss the role of government in solving gender inequality by looking at legislation and law
- Examine current adversities and tensions amongst different groups in America
- Examine current adversities and tensions amongst different groups internationally

Core Activities: Students will complete/participate in the following:

- Note-taking
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
- Cooperative assignments
- Quizzes/Tests
- Homework

Instructional Methods:

- Direct Instruction
- Cooperative Learning
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Assessments:

- Formal assessments
- Unit projects
- Independent student assignments
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Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Use of Technology in the Modern World

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Analyze major shifts in technology throughout history and its impact on global events
- Analyze how changes in technology have led to an increasing globalized world

Core Activities: Students will complete/participate in the following:

- Note-taking
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
- Cooperative assignments
- Quizzes/Tests
- Homework

Instructional Methods:

- Direct Instruction
- Cooperative Learning
- Independent Learning
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- Technology (i.e., computers, videos, smartphones/devices)

Assessments:

- Formal assessments
- Unit projects
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: Environmentalism

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Identify and describe major environmental issues facing countries and regions of the world.
- Identify and describe key historic environmental issues that have occurred and evaluate their current and future status.
- Examine potential solutions in solving major emerging environmental solutions.
- Examine and evaluate international bodies/groups and their role in solving major environmental solutions around the globe.

Core Activities: Students will complete/participate in the following:

- Note-taking
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
- Cooperative assignments
- Quizzes/Tests
- Homework.

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Assessments:

- Formal assessments
- Unit projects
- Independent student assignments
- Cooperative student assignments

Curriculum Scope & Sequence

Planned Course: Contemporary Global Studies

Unit: United State's Role in the World (Conflict and Foreign Aid)

Time frame: 1-2 Weeks

State Standards: Standard - 8.3.U.A; Standard - 8.3.U.D; Standard - 5.1.U.F; Standard - 5.2.U.B; Standard - 6.3.U.B; Standard - 6.5.U.E; Standard - 7.3.U.A; Standard - 8.1.U.A

Essential content/objectives: At end of the unit, students will be able to:

- Analyze United States Foreign Policy
- Compare how the United States role has evolved on the global stage
- Describe key historical events and how each impacted the United States role in the world
- Evaluate the effect of the United States practice of providing foreign aid around the globe.

Core Activities: Students will complete/participate in the following:

- Note-taking
- Primary Document analysis
- Oral Presentations
- Technology: Chromebooks
- Independent assignments
- Cooperative assignments
- Quizzes/Tests
- Homework

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