

Course Title – World Cultures

Implement start year – 2014-2015

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Unit #7, topic – Contemporary Issues

Students will be able to independently use their learning to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other

Leadership and Responsibility

<p>information.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. 	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Mass movements of people occur due to internal and/or external societal pressure.</p> <p><i>EU 2</i> Access to resources impacts political, economic, and social development.</p> <p><i>EU 3</i> The economic opportunities and resources available in a culture help shape the people’s standard of living.</p> <p><i>EU 4</i> Globalization results in cultural exchanges both positive and negative.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is immigration controversial? • Why does slavery and forced labor exist in the 20th century? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why are resources allocated in the hands of a few? • Do developed nations have a responsibility to assist developing nations? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why are societies’ standards of living so different around the world? • How does standard of living affect access to technology and medical advancements? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How and why can global interactions lead violence? • What is the role of extremism in international relations? • How has the global community shared innovations in progress?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The patterns of 21st century immigration • Social and cultural impacts of 21st century immigration • The types and methodology in modern slavery 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> • Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5) • Evaluate the causes and effects of modern immigration (EU 1) • Propose solutions to tensions caused by immigration (EU 1) • Analyze the reasons for and impacts of human trafficking (EU 1)

<p><i>EU2</i></p> <ul style="list-style-type: none"> • The access to medical advances globally • The access to and use of technology globally • Nations with nuclear capability <p><i>EU3</i></p> <ul style="list-style-type: none"> • The modern social classes of the world • The definition of poverty and its comparison worldwide <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The definition of terrorism • The causes, methodology and impact of modern terrorism • The causes and effects of modern acts of genocide <p><i>EU 1, EU 2, EU 3, EU 4</i></p> <ul style="list-style-type: none"> • Causes, effects and reactions to global acts of terrorism • U.N. definition of genocide • Advances and changes in medicine and technology • Patterns of global access to resources • Global social issues involving immigration/racism • Causes and effects of human trafficking • Definition of the modern international community 	<ul style="list-style-type: none"> • Relate to individuals who are forced various forms of labor (EU 1) • Critique the universal access, or lack thereof, to medical advances (EU 2) • Predict nuclear proliferation (EU 2) • Illustrate the differences in technological availability (EU 2) • Compare and contrast the social structures of the world (EU 3) • Make meaning of the vary definitions of poverty and their impacts on society worldwide (EU 3) • Describe terrorism and the acts of terrorism (EU 4) • Predict future targets and impacts of global terrorism (EU 4) • Judge the justifications for acts of genocide (EU 5) • Propose international interventions for acts of genocide (EU 5)
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- View and discuss appropriate clips from movies and documentaries concerning contemporary issues. (M)
- View appropriate teacher notes and PowerPoints. (A)
- Write an essay proposing solutions to issues caused by global immigration. (T)
- Build a graphic organizer detailing fundamentalist factions of Islam. (A)
- Map human trafficking and global immigration patterns. (A)
- Map the course of a blood diamond. (M)
- Graphic organizer detailing the different types of forced labor and slavery. (A)
- Read and discuss primary source documents of victims of human trafficking. (M)
- Map national ownership of natural resources around the world. (A)
- Organize a halfway house for victims of human trafficking the United States with the goal of freeing victims and sending them home safely. (T)
- Read and discuss current events linked to key contemporary issues. (A)
- Write a script between the leaders of two nations dealing with immigration issues. (M)
- Map the nuclear capable nations around the world. (A)
- Class debate the global future of nuclear power / weapons. (M)
- Research and create a CIA profile of different terrorist groups around the world including inception and targets. (M)
- Hypothesize and map future global targets of terrorism. (M)
- Create a proposal for more equitable distribution of medicine globally. (T)

