

Current Issues: Global Issues

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the impact of individuals, laws, institutions, and social mechanisms in order to evaluate the effectiveness and impact of social and political systems. - Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. - Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. - Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. - Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. - Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. - Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. - Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. - Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. - Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. - Eco.15.9-12. Explain how current globalization trends and policies	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions by evaluating the potential impact of current issues.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - group memberships and identities provide or deny certain opportunities and power.	ESSENTIAL QUESTIONS Should Americans be concerned with issues or events in other parts of the world?
Acquisition		
	<i>Students will know...</i> - the underlying causes and potential impact of current civic, economic, social, and cultural issues and problems on the international level. - that bias in media may impact our understanding of current issues. - that the 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. - that people are affected in different ways by environmental, economic, social, cultural, and civic concerns.	<i>Students will be skilled at...</i> - analyzing factors that impact national and international affairs. - evaluating the effectiveness of decisions and decision making. - critiquing relationships within systems. - analyzing the impact of personal interests and perspectives. - analyzing how laws are used or challenged to address public issues. - evaluating monetary and fiscal policies - analyzing and evaluating cause and effect

affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. • Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • Soc.3.9-12. Identify how social context influences individuals. • Soc.7.9-12. Cite examples of how culture influences the individuals in it. • Soc.10.9-12. Analyze how social structures and cultures change. • Soc.15.9-12. Identify common patterns of social inequality. • Soc.17.9-12. Analyze why the distribution of power and inequalities can result in conflict.	• that the expansion of news sources and delivery methods permits people to have access to perspectives from other nations • that people from different areas of the globe are affected in different ways by environmental, economic, social, cultural, and civic concerns. • that global societies are diverse, creating varied perspectives, contributions, and challenges. • that the study of foreign policy requires an understanding of power. • that American interests are tied to the world due to security and economic issues. • that global issues impact American policy. • the positive and negative impacts of globalization on the world population. • that different societies interpret the rights and responsibilities of individuals differently. • how different societies interpret the common good. • that the interaction between political and economic trends is a major source of change. • that current global economic conditions and trends affect the lives of people around the world. • that scientific and technical innovation and progress often present various ethical, social, and economic challenges. • how the climate and resources available in a region impact the current issues and problems that arise in that region. • that the establishment of geographical boundaries impacts politics, economics, and ways of life. • that location impacts the priorities and opinions of individuals due to the presence of opportunities, social structures, and resources. • how globalization and the expanding use of resources may lead to conflict or cooperation among nations. • that most current issues have roots in events that occurred in the past. • that current events may be viewed through a myriad of cultural, social, political, religious, and historical perspectives. • that there are many social forces that shape our	relationships • analyzing the relationships between human and physical systems. • evaluating the impact of human settlement activities and economic globalization. • evaluating the consequences of human or natural catastrophes. • analyzing the influences on historical perspectives. • explaining how present perspectives influence interpretations of history. • identifying the influences of social context. • citing examples of the influences of culture on individuals. • analyzing change over time and its impact. • identifying common patterns.
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	opinions. • that media and social media may impact popular culture, individuals, politics, and public opinion. • that culture is both a unifying and a divisive force in human relations. • <u>of</u> the following key players, places, events, and/or ideas: - o NATO, the United Nations, the European Union, the Arab League, the World Health Organization, UNESCO, the World Bank, the International Monetary Fund <i><u>vocabulary</u> (will vary according to issues studied and may include, but is not limited to):</i> terrorism, anti-Semitism, climate change, containment, cultural diffusion, cultural revolution, deforestation, diaspora, fundamentalism, genocide, globalization, hegemony, humanitarian, impoverished, industrialization, isolationism, modernization, predisposed, reforestation, theocracy	
Content Area Literacy Standards		21st Century Skills
• 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. • 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. • 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). • 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. • 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. • 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. • WHST.11-12.1 Write arguments focused on discipline-specific content. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>analyze media</i> • <i>apply technology effectively</i> • <i>access and evaluate information</i>

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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	