

Current Issues: Global Issues

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • <i>Students will demonstrate the ability to analyze the means of change embedded in social mechanisms in order to evaluate their effectiveness and impact.</i> • <i>Students will demonstrate the ability to analyze reciprocal relationships among individuals, groups, and society in order to explain impact on social structures.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>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.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • 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	
	<p><i>Students will be able to independently use their learning to make informed decisions by evaluating the potential impact of current issues.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • <i>Should Americans be concerned with issues or events in other parts of the world?</i>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • 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.

	<p>opinions.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ NATO, the United Nations, the European Union, the Arab League, the World Health Organization, UNESCO, the World Bank, the International Monetary Fund <p><i>vocabulary (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</p>	
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • <i>analyze media</i> • <i>apply technology effectively</i> • <i>access and evaluate information</i>



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>
<ul style="list-style-type: none">• <u>1.OA.1</u> Use	<ul style="list-style-type: none">• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• <u>1.OA.1</u> Use	