

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Contemporary Issues	Course Number: 3205 (B) 3203 (A)
Department: Social Studies	Grade(s): 11-12
Level(s): Basic & Academic	Credit: ½
Course Description Contemporary Issues introduces students to various issues facing the world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.	
Required Instructional Materials <ul style="list-style-type: none"> • <i>Current Issues</i>, Close Up Foundation, 2006 • Newspapers, magazines and multimedia resources 	Completion/Revision Date Revisions Approved by Board of Education on November 17, 2008

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

Students will understand that:

Content

- Decisions concerning the allocation and use of resources impact individuals and groups.
- The interaction between political and economic trends is a major source of change.
- Globalization is a major force for change in the world today: both positive and negative.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- Culture is both a unifying and divisive force in human relations.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people's lives, the environment, and transform societies.
- There is a relationship between the consumption and conservation of natural resources.
- Different authority systems and government structures determine policy making.

<ul style="list-style-type: none">• The study of foreign policy requires an understanding of power.
Skills
<ul style="list-style-type: none">• Analyzing data is critical for problem solving.
<ul style="list-style-type: none">• Formulating hypotheses based on a variety of data and source materials enhances problem solving.
<ul style="list-style-type: none">• Determining cause and effect relationships is essential.
<ul style="list-style-type: none">• Communicating clearly and effectively with both the written and spoken word is essential.
<ul style="list-style-type: none">• Technology is a tool used for collecting, organizing, creating, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Analyzing data is critical for problem solving.
- Formulating hypotheses based on a variety of data and source materials enhances problem solving.
- Determining cause and effect relationships is essential.
- Communicating clearly and effectively with both the written and spoken word is essential.
- Technology is a tool used for collecting, organizing, creating, and presenting information.

ESSENTIAL QUESTION(S)

- How does data contribute to problem solving?
- What is the significance of cause and effect relationships?
- Why is it important to form and test hypotheses?
- How is it determined that information/data is valid?
- What is essential to communicate clearly and effectively?
- What is the purpose of communication?
- What is the impact of technology on the learning process?

LEARNING OBJECTIVES *The student will:*

- 1.1 Develop questions to guide research.
- 1.2 Select information from a variety of resources.
- 1.3 Evaluate information gathered through research testing its validity, credibility, and identifying any bias.
- 1.4 Organize information logically and effectively while displaying an awareness of audience.
- 1.5 Recognize the personal responsibilities of citizens for responsible social change.
- 1.6 Assess the need for social and political reform.
- 1.7 Debate divergent points of view.
- 1.8 Utilize the writing process to compose writing pieces that are focused, organized, elaborated, and supported.
- 1.9 Utilize technology to acquire, organize and present information.

INSTRUCTIONAL SUPPORT MATERIALS

- *See other learning strands*

SUGGESTED INSTRUCTIONAL STRATEGIES

- KWHL graphic organizer (www.graphic.org)
- Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft)
- Use Inspiration to create Venn diagrams and other visual organizers
- Newscasts
- WebQuests
- Small and large group discussions of contemporary issues
- Group projects to investigate contemporary world problems
- Debate potential responses and solutions to various issues
- Survey public opinion
- Role-play different countries or interest groups
- Propose solutions to issues
- Write to inform and persuade

SUGGESTED ASSESSMENT METHODS

- Multimedia presentations

- Panel discussions
- Debates
- Projects
- Authentic writing (pamphlet, newspaper article, letters, e-mail, etc.)
- Simulations/Role-plays
- Quizzes/tests
- Charts
- Graphic organizers
- Newscasts
- Mock trials

LEARNING STRAND

2.0 The Global Economy

Suggested Time Frame: 2 Weeks

ENDURING UNDERSTANDING(S)

Students will understand that:

- Decisions concerning the allocation and use of resources impact individuals and groups.
- The interaction between political and economic trends is a major source of change.
- Globalization is a major force for change in the world today: both positive and negative.

ESSENTIAL QUESTION(S)

- How do economic systems and trade affect how people live?
- How are economic reforms and their political effects related?
- What are sources of economic power and how do these different sources affect global interactions?
- How do the various levels of technological development affect different cultures?

LEARNING OBJECTIVES *The student will:*

- 2.1 Analyze the basic principles that drive economic decisions in the United States.
- 2.2 Evaluate the advantages and disadvantages of trade agreements, such as the North American Free Trade Agreement (NAFTA) and the Central American Free Trade Agreement (CAFTA).
- 2.3 Evaluate the costs and benefits of globalization and its mechanisms (World Trade Organization, World Bank, International Monetary Fund, etc.)
- 2.4 Compare and contrast the impact of various trade strategies (protectionism, outsourcing, free trade, etc.) on the United States and other nations
- 2.5 Compare and contrast standards of living around the world and the discrepancies between various nations.

INSTRUCTIONAL SUPPORT MATERIALS

- *Opposing Viewpoints*, online databases, The Gale Group
- *U.S. Trade Policy: Competing in a Global Economy*, The Choices Program, www.choices.edu
- The Choices Program, various units available at www.choices.edu
- *Great Decisions*, Foreign Policy Assoc.
- <http://www.worldaffairspittsburgh.org/>
- www.wto.org
- www.imf.org
- News magazines, e.g., *Upfront* (*The New York Times*)
- Newspapers
- Maps
- *Is Wal-Mart good for America?*, PBS Frontline
- *The Other Side of Outsourcing*, Discovery Channel
- *T-Shirt Travels*, PBS Independent Lens
- *Issues in Our Changing World*, The Center for Learning
- *Current Issues in Global Education*, The Center for Learning
- *The Global Economy Handbook*, David E. O'Connor, Center for International Business Education & Research at UCONN
- *Teaching International Relations*, Barb Supercar and Rebecca Parnell, Center for Teaching International Relations

- *The U.S. and the World*, A Teacher's Resource Booklet, Mind Sparks

SUGGESTED INSTRUCTIONAL STRATEGIES

- Debate the costs and benefits of NAFTA, CAFTA, etc.
- Compose a petition to the World Bank requesting aid for a developing country
- Hold a mock World Trade Organization or Senate Hearing to debate trade policy
- Write an editorial either in support of or against "outsourcing"
- Chart standard of living indicators
- Propose trade concessions for developing African nations
- Research developed, underdeveloped, and developing nations and present using Power Point.
- Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft)
- Use Inspiration to create Venn diagrams and other visual organizers
- Newscasts
- Web Quests (WNN Web Quest – see district W drive)

SUGGESTED ASSESSMENT METHODS

- Debates
- Student presentations
- Written assessments
- Simulations
- Quizzes/tests
- Charts
- Graphic organizers
- Newscasts
- Mock trials

<p><u>LEARNING STRAND</u></p> <p>3.0 Human Rights</p> <p>Suggested Time Frame: 2 Weeks</p>	
<p><u>ENDURING UNDERSTANDING(S)</u></p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Democratic societies must balance the rights and responsibilities of individuals with the common good. • Global societies are diverse, creating varied perspectives, contributions, and challenges. • Culture is both a unifying and divisive force in human relations. 	<p><u>ESSENTIAL QUESTION(S)</u></p> <ul style="list-style-type: none"> • What are the roles and responsibilities of citizens and government in a democratic society? • How do perspectives of freedom and human rights differ among societies? • What role does the world community play in its quest for human rights? • Why are global human rights issues important? • Should U.S. foreign policy focus on promoting democracy and human rights overseas?
<p><u>LEARNING OBJECTIVES</u> <i>The student will:</i></p> <ol style="list-style-type: none"> 3.1 Evaluate the effects of discrimination on a society. 3.2 Analyze the effectiveness of prejudice reduction policies and mandating equality. 3.3 Evaluate opportunity constraints due to race, gender, ethnicity, age, or class. 3.4 Compare and contrast the Bill of Rights to the Universal Declaration of Human Rights. 3.5 Examine U.S. foreign policy towards promoting democracy and human rights world wide. 3.6 Assess the effectiveness of the United Nations on improving human rights around the world. 3.7 Interpret the causes of and responses to genocide. 	<p><u>INSTRUCTIONAL SUPPORT MATERIALS</u></p> <ul style="list-style-type: none"> • <i>Ghosts of Rwanda</i>, PBS • <i>Killing Fields</i>, video/DVD • <i>Sometimes In April</i>, HBO (Wallingford Public Library) • www.worldaffairscouncilofpittsburgh.org • <i>The U.S. Role in a Changing World</i>, The Choices Program, www.choices.edu • <i>Confronting Genocide: Never Again?</i>, The Choices Program, www.choices.edu • "The Legacy of Black Hawk Down," Kenneth Cain, NY Times, 10/3/03 • Newspapers • Magazines • News magazines, e.g., <i>Upfront</i> (The New York Times) • <i>Opposing Viewpoints</i>, online databases, The Gale Group • <i>Teaching International Relations</i>, Barb Superka and Rebecca Parnell, Center for Teaching International Relations • <i>Issues in Our Changing World</i>, The Center for Learning • <i>Current Issues in Global Education</i>, The Center for Learning • <i>Teaching Human Rights</i>, David Shiman, Center for Teaching International Relations • <i>A Global Investigation of Child Labor</i>, Selena Lai, Stanford Program on

- International & Cross-Cultural Education
- *An Introduction to Humanitarian Intervention*, Pey-Yi Chu, Stanford Program on International & Cross-Cultural Education

SUGGESTED INSTRUCTIONAL STRATEGIES

- Debate issues surrounding
 - Censorship
 - Search and seizure
 - Freedom of the press
 - Curtailing civil liberties to prevent terrorist attacks
- Mock trial utilizing historical and contemporary examples as evidence to try the United States for violating the equal protection clause of the 14th amendment
- Debate the advantages and disadvantages of employing Affirmative Action
- Mock commission hearing to formulate an anti-discrimination policy
- Develop an international policy for dealing with refugees
- Debate divergent policy directions on the question of U.S. foreign policy in the changing world
- Research and present case studies on genocide in such countries as Rwanda, Kosovo, Serbia, Somalia, Sudan etc.
- Create a chart to identify the UN international conventions and treaties on human rights, include the dates, key points, who participates, and its overall effectiveness
- Debate the effectiveness of UN and/or U.S. policies on human rights
- Debate U.S. membership in the International Criminal Court (ICC)
- Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft)
- Use Inspiration to create Venn diagrams and other visual organizers
- Newscasts
- WebQuests

SUGGESTED ASSESSMENT METHODS

- Debates
- Student presentations
- Written assessments
- Simulations

- Quizzes/tests
- Charts
- Graphic organizers
- Newscasts
- Mock trials

LEARNING STRAND

4.0 World Health

Suggested Time Frame: 2 Weeks

ENDURING UNDERSTANDING(S)

Students will understand that:

- People are affected by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people’s lives, the environment, and transform societies.

ESSENTIAL QUESTION(S)

- Why is there a discrepancy between developed and developing nations in regards to health?
- What are the ramifications of the spread of disease?
- How do the various levels of technological development affect different cultures?

LEARNING OBJECTIVES *The student will:*

- 4.1 Assess the effect of AIDS/HIV on the United States and developing countries.
- 4.2 Evaluate the role of international health organizations in combating diseases threatening the world today.
- 4.3 Compare and contrast the health standards and practices of various countries.
- 4.4 Analyze the factors that contribute to global health crises.
- 4.5 Critique responses to global health crises by various organizations and countries.

INSTRUCTIONAL SUPPORT MATERIALS

- *Current Issues in Global Education*, The Center for Learning
- *Issue in Our Changing World*, The Center for Learning
- www.who.org
- www.unicef.org
- www.unaids.org
- www.worldaffairscouncilofpittsburgh.org
- *Opposing Viewpoints*, online databases, The Gale Group
- Newspapers
- Magazines
- News magazines, e.g., *Upfront* (The New York Times)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Persuasive writing topic - The United States should lead the fight to stop the spread of AIDS worldwide
- Propose a solution to alleviate hunger in a selected area of the world
- Develop an educational policy to stop the spread of AIDS/HIV, consideration should be given to the cultural practices of the nation assigned
- Justify the allocation of resources to combat various diseases threatening the world today
- Develop a public service campaign for immunization and vaccination
- Create an action plan for combating the global outbreak of a deadly disease (such as Avian Flu, SARS, etc.)

- Create an educational pamphlet outlining a specific disease
- Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft) – e.g., AIDS in Africa awareness essay
- Use Inspiration to create Venn diagrams and other visual organizers
- Newscasts
- WebQuests

SUGGESTED ASSESSMENT METHODS

- Educational pamphlets
- Student presentations
- Persuasive speeches
- Action plans
- Student presentations
- Written assessments
- Quizzes/tests
- Public service campaign
- Graphic organizers
- Simulations
- Newscasts

LEARNING STRAND

5.0 Environment and Conservation

Suggested Time Frame: 2 Weeks

ENDURING UNDERSTANDING(S)

Students will understand that:

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- There is a relationship between the consumption and conservation of natural resources.
- Scientific and technological developments affect people’s lives, the environment, and transform societies.

ESSENTIAL QUESTION(S)

- What are the roles and responsibilities of citizens and government in a democratic society?
- What affect do people have on their environment?
- How do the various levels of technological development affect the environment?

LEARNING OBJECTIVES *The student will:*

- 5.1 Evaluate the results of technological improvements on the environment (hybrid cars, nuclear power, and renewable power sources).
- 5.2 Evaluate the effectiveness of environmental awareness campaigns and movements.
- 5.3 Analyze the effectiveness of governmental policies on the environment (e.g., international treaties to reduce pollutants such as Kyoto Protocol or the Montreal Protocol).
- 5.4 Examine the relationship between environmental conservation and economic policy.
- 5.5 Compare and contrast the worldwide consumption of natural resources.
- 5.6 Evaluate the causes and responses to environmental crises (e.g., acid rain, ozone depletion, global warming, biodiversity).

INSTRUCTIONAL SUPPORT MATERIALS

- *The Global Environmental Problems: Implications for U.S. Policy*, The Choices Program, www.choices.edu
- www.ipcc.com
- www.noaa.gov
- www.epa.gov
- www.worldaffairscouncilofpittsburgh.org
- *Opposing Viewpoints*, online databases, The Gale Group
- Newspapers
- Magazines
- News magazines, e.g., *Upfront* (The New York Times)
- *Current Issues in Global Education*, The Center for Learning
- *Issue in Our Changing World*, The Center for Learning
- *The Inconvenient Truth*, DVD

SUGGESTED INSTRUCTIONAL STRATEGIES

- Mock summit on global environmental policy that takes into consideration the needs of conservationists, businesses, and consumers from developing and developed nations
- Chart statistics demonstrating the consumption of natural resource worldwide
- Propose a plan to reduce dependence on fossil fuel
- Write and illustrate a children’s book that

	<p>teaches the effects of pollutants on the environment</p> <ul style="list-style-type: none">• Propose solutions to global environmental crises• Debate America's involvement in international environmental treaties.• Create a campaign for environmental awareness.• Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft)• Use Inspiration to create Venn diagrams and other visual organizers• Newscasts• WebQuests <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Written assessments• Debates• Student presentations• Projects• Brochures• Simulations• Charts• Children's books• Newscasts• Graphic organizers
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LEARNING STRAND

6.0 Foreign Policy and National Security

Suggested Time Frame: 3 Weeks

ENDURING UNDERSTANDING(S)

Students will understand that:

- Different authority systems and government structures determine policy making.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- The study of foreign policy requires an understanding of power.

ESSENTIAL QUESTION(S)

- How is power acquired, used, and justified?
- How does the global community differentiate between different types of regimes (communist, authoritarian, democratic)?
- In what ways are foreign policy decisions a reflection of a country's ideological spectrum and electoral system?
- Is conflict inevitable? Desirable? Avoidable?
- What global responsibilities does the United States have as the world's last remaining superpower?

LEARNING OBJECTIVES *The student will:*

- 6.1 Critique the motivating factors of terrorism and terrorist groups (Hezbollah, Hamas, Al Qaeda, ETA (Spain), Aum Shinrikyo (Japan), and the Irish Republican Army).
- 6.2 Evaluate the effectiveness of terrorists in achieving their goals.
- 6.3 Debate various reactions and responses to terrorism.
- 6.4 Assess the effectiveness of the treaties aimed at halting the proliferation of Weapons of Mass Destruction.
- 6.5 Evaluate the policy of "nation building."
- 6.6 Assess the perception of America abroad.
- 6.7 Analyze conflicts in various regions of the world (Middle East, Asia, Latin America, Africa).
- 6.8 Evaluate the effectiveness of non-governmental organizations in raising awareness and providing solutions to global problems.
- 6.9 Analyze the moral and political factors that motivate the U.S. to provide economic support to other countries.

INSTRUCTIONAL SUPPORT MATERIALS

- www.worldaffairscouncilofpittsburgh.org
- www.foreignaffairs.org
- *Black Hawk Down*, video/DVD
- *Opposing Viewpoints*, online databases, The Gale Group
- Newspapers
- Magazines
- News magazines, e.g., *Upfront* (The New York Times), *Great Decisions* (Foreign Policy Association)
- www.un.org
- *Christian Science Monitor* (Newspaper)
- *Shifting Sands: Balancing U.S. Interests in the Middle East*, The Choices Program, www.choices.edu
- *China on the World Stage: Weighing the U.S. response*, The Choices Program, www.choices.edu
- *Responding to Terrorism: Challenges for Democracy*, The Choices Program, www.choices.edu
- *Dilemmas in Foreign Aid: Debating U.S. Priorities and Practices*, The Choices Program, www.choices.edu
- *The U.S. Role in a Changing World*, The Choices Program, www.choices.edu
- *The U.S. and the World*, A Teacher's

	<p>Resource Booklet, MindSparks</p> <ul style="list-style-type: none"> • <i>Issues in Our Changing World</i>, The Center for Learning • Current Issues in Global Education, The Center for Learning <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Propose an incentive program to the UN Security Council to prevent the development and proliferation of weapons of mass destruction in Iran, North Korea, India and Pakistan • Debate the building of the Strategic Missile Defense system • Role-play the creation of a peace agreement between Palestine and Israel • Develop a plan for rebuilding a war-torn country such as Iraq or Afghanistan • Mock trial on the justification of the Iraq War • Create a Venn diagram comparing the USA Patriot Act with Britain's response to the London Subway Bombings • Power Point presentations determining whether a group should be considered "terrorists" or "freedom fighters" • Debate the various approaches to foreign policy including the Bush Doctrine, Powell Doctrine, and Just War Doctrine • Create a Power Point commercial or Photo Story Essay (Photo Story 3 software, free download from Microsoft) • Use Inspiration to create Venn diagrams and other visual organizers • Newscasts • WebQuests <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Written assessments • Debates • Student presentations • Projects • Brochures • Simulations • Charts • Newscasts • Graphic organizers • Role-plays
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