

Modern Global Issues: At A Glance

Lake Forest High School, Illinois

Collier/McKee 2015-2016

This yearlong course supports a framework for promoting global thinking and 21st-century skills by engaging students in authentic project-based learning opportunities to develop a deeper sense of awareness of their role in the world today. A main objective for creating this course is to educate LFHS students for global competence and to develop an integrated skills set for 21st-century learning.

Global Competence and 21st-Century Skills	
<i>Framework for promoting global competence</i>	<i>21st century skills emphasized in MGI</i>
<ul style="list-style-type: none">• Relevance of learning• Opportunities to transfer learning to real-world contexts• Metacognition and reflection on what has been learned• Teamwork and collaborative learning activities	<ul style="list-style-type: none">• Complex thinking and learning• Communication skills• Curiosity and creativity• Collaboration/active learning• Problem solving• Transfer of learning• Project-based assessments• Constructivist pedagogy• Practical application of knowledge• Metacognition• Integration of new technology

Potential Topics of Study
<ul style="list-style-type: none">• Population and Migration• Global Hunger• 21st-Century Border Conflicts: <i>North/South Korea; India/Pakistan; Israel/Palestine</i>• Urbanization and Mega Cities• Economic Sustainability• Global Conflict and Security• Gender Equality: Women and Girls• Refugees and Internally Displaced Peoples (IDP's)• Energy and Natural Resources• Water• Revolutions: <i>Cuban; Iranian; Cultural</i>• Blended topics from Asian Studies; Latin American Studies; Middle Eastern Studies and Modern Day Africa

<i>Examples of assessments</i>
<ul style="list-style-type: none">• Simulations and role plays• Deliberations and debates• Student-directed class blog• Global online dialogue• Video-production-based research projects• Multimedia presentations• TED Talk project• Project-based semester exams: <i>i.e., GAP: Global Awareness Project (NGOs)</i>

Modern Global Issues

Course Description

This course challenges students to investigate the world beyond their immediate environment. The course is designed to promote global citizenship and competency of the twenty-first century while providing students opportunities to understand world issues from multiple perspectives. The curriculum and instruction for the course is project-based, with an emphasis on student inquiry, problem-solving, research, collaboration, and the ability to communicate learning in multiple formats. Students develop global communication skills and practical applications of technology for constructive learning, working toward becoming change agents of the future. This course strives to deepen students' understanding of varied 62 global regions, the historical context of modern issues, and the implications of global decision-making. This course replaces the former area studies courses of Asian Studies, Latin American Studies, Middle Eastern Studies, and Contemporary Issues; students who took one or more of those courses may still take Modern Global Issues. This course satisfies the Global Studies requirement.


Table of Contents:


[Quarter 1: Globalization and the Modern World](#)



[Quarter 2: Modern Global Conflict and Resolution](#)



[Quarter 3: Human Rights and Activism](#)


[Quarter 4: Climate Justice and a Sustainable World](#)






Quarter 1: Globalization and the Modern World		Length of Unit (Weeks): 9			
Essential Questions	Enduring Understandings	Learning Targets	Learning Activities	Assessments	Learning Materials
<p>Do we have accurate perceptions of the world?</p> <p>What values are important to you in the world? How might this differ globally?</p>	<p>The world is interconnected politically, economically, culturally, and through the movements of people.</p> <p>Globalization has had both positive and negative</p>	<p>I can define globalization.</p> <p>I can give examples of different types of globalization.</p> <p>I can analyze the pros and cons of economic globalization.</p> <p>I can draw conclusions based on data charts and graphs.</p>	<p>Historic Context of the Modern World PPT and Notes</p> <p>Trade Simulation</p> <p>United Nations Graphs</p> <p>Avaroa Simulation</p> <p>Nike Story Activity</p> <p>We Buy Who Pays</p>	<p>Travel Brochure</p> <p>Summative: Written: Informative</p>  Travel Brochure	<p>Choices units: <i>The U.S. Role in the World;</i> <i>The United Nations;</i> <i>International Trade</i></p> <p>Online video</p>



<p>What does globalization mean? What are different types of globalization and what would be examples of them?</p> <p>How has global trade impacted economic development in different parts of the world?</p> <p>Who are the winners and losers of globalization?</p> <p>Is the United Nations a fair system of global governance?</p> <p>What should be the US role in the world?</p> <p>How do political, economic, environmental, and cultural trends shape and define world regions?</p>	<p>impacts on regions in the world.</p> <p>World regions demonstrate unifying trends which tie together countries in the region and distinguish it from other parts of the world.</p> <p>In order to accurately assess the state of the modern world, one should rely on research based data and facts on the ground.</p> <p>The research process requires the use of a variety of resources to ensure validity.</p> <p>Critical examination and evaluation of data is essential to making informed decisions.</p>	<p>I can identify and critique the current structure of the UN.</p> <p>I can recognize reliable research sources.</p> <p>I can develop a logical evidence based argument to support a claim.</p> <p>I can recognize and articulate multiple perspectives.</p> <p>Within my assigned region, I can identify multiple governmental types.</p> <p>Within my assigned region, I can summarize economic trends.</p> <p>Within my assigned region, I can demonstrate knowledge of major geographic locations.</p> <p>Within my assigned region, I can name the most important environmental issues.</p> <p>Within my assigned region, I can recognize diversity of language, religion, and ethnicity.</p>	<p>Pew Poll Exercise</p> <p>US Role in the World Deliberation</p> <p>My Global Perspective Collage</p> <p>Globalization Videos</p> <p>Understanding International Trade Reading and Study Guide</p> <p>Choices curriculum readings and study guides: United Nations; International Trade; US Role in the World Today</p> <p>Understanding and creating Political Cartoons</p> <p>Long Term: Semester Digital Portfolio: use of online platform to collect evidence of learning throughout the semester as well as student reflections on academic growth and achievement.</p>	 <u>Story of a Product</u> <p>US Role in the World</p> <p>Summative: Oral: Debate</p> <p>Students prepare collaboratively to defend a position of the role of the United States in the world and its foreign policies. Students engage in deliberation and debate over the merits of the policies presented. Students question each other and use evidence from their position to support their perspective. Students then define their own personal viewpoint on what the US role in the world should be and express that viewpoint in a visual and written format.</p>	<p>sources: Thomas Friedman 'The World is Flat' (MIT), <i>We Buy Who Pays</i> (Culture Unplugged), Ted Talks</p> <p>Library Databases</p> <p>Digital Platform Selected: Google Sites</p>
--	--	---	--	--	--


Quarter 2: Modern Global Conflict and Resolution		Length of Unit (Weeks): 10			
Essential Questions	Enduring Understandings	Learning Targets	Learning Activities	Assessments	Learning Materials
<p>What has caused conflict in the world today?</p> <p>What are the different types of conflict in the world today?</p> <p>How do the opposing sides in a conflict each form a narrative?</p> <p>How have efforts to resolve modern day conflict been attempted?</p> <p>How have efforts to resolve modern day conflict</p>	<p>Each modern conflict in the world has a dual narrative.</p> <p>Multiple perspectives create differing interpretations of historical context and current events in a conflict.</p> <p>There are multiple underlying causes for each modern global conflict.</p> <p>All modern global conflicts are rooted in historic events.</p> <p>To ensure balance of the dual narrative, the use of a variety of resources in the research</p>	<p>I can identify different types of conflict in the world.</p> <p>I can analyze multiple causes of a conflict.</p> <p>I can describe how a conflict developed over time.</p> <p>I can offer a reasonable and sustainable resolution towards resolving a conflict.</p> <p>I can recognize the dual narrative offered by each side in a conflict.</p> <p>I can identify historic causation of</p>	<p>In class conflict case studies on the Israeli Palestinian conflict and the Korean peninsula conflict through the use of multiple student centered activities which highlight historic causation, multiple perspectives, and modern-day relevance.</p> <p>Long Term: Semester Digital Portfolio: use of online platform to collect evidence of learning</p>	<p>Reporting on Conflict: Phase 1 Research</p> <p>Summative: Written: Informative</p> <p>In this phase, students will select and research a modern global conflict. Student research will include: utilizing Databases, reading newspaper articles, viewing videos and interviewing experts in the field about your global conflict.</p> <p> Phase 1 Rubric</p> <p>Reporting on Conflict: Phase 2 Radio Podcast</p> <p>Summative: Performance: Authentic Task</p> <p>Students will create an audio news story that reflects their role as a journalist 'on the ground.' This news story will be shared as a podcast or audio report incorporating their research knowledge and multiple perspectives gained on the conflict.</p> <p> Phase 2 Rubric</p> <p>Reporting on Conflict: Phase 3 Newspaper Editorial</p> <p>Summative: Written: Persuasive Essay</p> <p>In this phase, students will write a persuasive editorial that recognizes multiple perspectives on their conflict while proposing a reasonable and sustainable plan for resolution.</p>	<p>Choices unit on <i>The Middle East</i></p> <p>Project Looksharp Media Literacy materials for Israeli Palestinian conflict</p> <p>Thomas Friedman: <i>Straddling the Fence</i></p> <p><i>Promises</i> documentary</p> <p><i>State of Mind</i> documentary</p> <p>US Institute of Peace simulation materials for Israeli Palestinian conflict</p>




<p>failed or succeeded?</p> <p>What impacts have modern global conflicts left on the world?</p>	<p>process is necessary.</p> <p>Critical examination and evaluation of data is essential to developing a reasonable and sustainable resolution to conflict.</p>	<p>the conflicts covered in the class case studies.</p> <p>I can identify attempted peace efforts in the conflicts covered in the class case studies.</p>	<p>throughout the semester as well as student reflections on academic growth and achievement.</p>	<p> Phase 3 Rubric</p> <p>Reporting on Conflict: Phase 4 Live Newscast</p> <p>Summative: Performance: Authentic Task</p> <p>The purpose of this phase is to create a live interview that will be performed in class. The student is the reporter returning from the conflict zone of your research. They have been solicited by television news to give an interview based on your work. They will prepare the questions to be asked as well as the answers. The purpose is to inform and enlighten the audience as well as advocate for their proposed solution.</p> <p> Rubric Phase 4</p>	<p>SPICE <i>Uncovering North Korea</i> activity on DMZ</p> <p>Digital Platform Selected: Google Sites</p>
---	---	---	---	--	---

Quarter 3: Human Rights and Activism		Length of Unit (Weeks): 10			
Essential Questions	Enduring Understandings	Learning Targets	Learning Activities	Assessments	Learning Materials
<p>What are human rights?</p> <p>How was the concept of human rights developed and how has it changed over time?</p> <p>What are the main causes and effects of</p>	<p>The Universal Declaration of Human Rights guarantees protection of human rights for all of mankind.</p> <p>Nations have cultural definitions of human rights and prioritize</p>	<p>I can identify the human rights protected by the Universal Declaration of Human Rights.</p> <p>I can identify multiple viewpoints of understanding human rights.</p>	<p>Nobel Peace Prize Winner Resume and Visual</p> <p>Human Rights case studies from Choices</p> <p>Minority Rights case studies from SPICE</p>	<p>Global Awareness Project: Phase 1 Research</p> <p>Summative: Written: Informative</p> <p>In this phase, students will select and research a human rights issue in a particular world region. This phase includes global and regional specific research. Student research will include utilizing databases, current news sources, and interviewing experts in the field.</p> <p> Step 1: Global</p>	<p>Choices unit on <i>Human Rights</i></p> <p>Film from Youth for Human Rights</p> <p>SPICE unit on Minority Rights and Genocide</p>

<p>human rights violations both past and present?</p> <p>How do governments, international institutions, and non-governmental organizations address violations of human rights?</p> <p>What is genocide and what are the most notable examples of genocide, including the Native American, Ukrainian, Cambodian, Bosnian, Rwandan, and Sudanese?</p> <p>How can individuals promote awareness for protecting human rights around the world?</p>	<p>human rights differently.</p> <p>Multiple variables contribute to human rights violations around the world.</p> <p>There are historical precedents for punishing human rights violators in the world.</p> <p>Despite international efforts, the risk of genocide still exists today.</p> <p>Efforts have been made by the United Nations, international governments, and non-governmental organizations to defend human rights worldwide.</p> <p>Student actions could make a difference in</p>	<p>I can explain the evolution of human rights over time.</p> <p>I can define genocide and give examples from the twentieth century.</p> <p>I can explain a case study of a human rights violation within a specific country.</p> <p>I can describe and provide examples of diverse international responses to human rights violations.</p> <p>I can analyze the impact of an individual or non-governmental organization on addressing human rights violations.</p>	<p>View Film: What are Human Rights?</p> <p>Readings from Choices unit on historical development of human rights and international responses to human rights violations</p> <p>Human Rights issues fact of the day to introduce the status of current human rights in the world</p> <p>Class case study of Cambodia under the Khmer Rouge and the Khmer Rouge Tribunals</p> <p>Choices role play: US Policy on Human Rights</p> <p>Long Term: Semester Digital Portfolio: use of online platform to collect evidence</p>	<p> Step 2: Regional</p> <p> Step 3: NGO Contact</p> <p>Global Awareness Project: Phase 2 Infographic</p> <p>Summative: Project: Visual Arts</p> <p>In this phase, students will create an infographic that illustrates and highlights evidence supporting why their human rights issue is a major global concern.</p> <p> Phase 2: Infographic and Rubric</p> <p>Global Awareness Project: Phase 3 Your NGO</p> <p>Summative: Performance: Authentic Task</p> <p>In this phase, students will create their own action plan and organization to address the human rights issue within the region of their study. The organization must have a name, motto, vision statement, specified goals, and budget.</p> <p> Your NGO Document with Checklist</p> <p>Global Awareness Project: Phase 4</p> <p>Summative: Project: Technology</p> <p>In this phase, students will build a website for the NGO they have created in Phase 3. The website will include all work from prior project phases.</p> <p> Phase 4 Website Rubric</p> <p>Global Awareness Project: Phase 5 Fair</p>	<p>Guest speakers from NGOs</p> <p>Killing Fields (Film)</p> <p>Teacher made slideshows</p> <p>Periodical news articles on the Khmer Rouge Tribunal process</p> <p>Human Trafficking video from Culture Unplugged</p> <p>Digital Platform Selected: Google Sites</p>
---	--	--	---	--	--

	the world in protecting human rights.	I can effectively research current human rights issues within a specific world region and offer an action plan to resolve these issues.	of learning throughout the semester as well as student reflections on academic growth and achievement.	<p>Summative: Performance: Authentic Task</p> <p>In this phase, students will participate in a school-wide NGO fair to educate the student body about their human rights issue and advertise their organizations.</p> <p> GAP Fair Expectations</p> <p> Presentation Board Requirements</p>	
--	---------------------------------------	---	--	--	--

Quarter 4: Climate Justice and a Sustainable World		Length of Unit (Weeks): 9			
Essential Questions	Enduring Understandings	Learning Targets	Learning Activities	Assessments	Learning Materials
<p>What is sustainable development?</p> <p>Why do countries pursue sustainable development?</p> <p>What is causing climate change?</p> <p>What are local, national and global responses to</p>	<p>The United Nations identifies universal goals to promote sustainable development</p> <p>There are many causes of climate change (CO2 emissions causing global warming)</p> <p>There are many impacts of climate change (extreme weather change, oceans, health, species migration, food and agriculture, conflict and security)</p>	<p>I can identify multiple causes of climate change</p> <p>I can analyze the impacts of climate change in different regions of the world</p> <p>I can explain multiple goals to promote sustainable development</p> <p>I can identify the impact of using renewable energy sources</p>	<p>Interpreting data for Carbon Emissions Charts</p> <p>Viewing films An Inconvenient Truth and Carbon Nation</p> <p>Case Studies of effects of climate change by country</p> <p>Organism profile: How species are affected by climate change?</p> <p>Carbon Tax Graphic organizer</p>	<p>A Sustainable World: Phase 1</p> <p>Summative: Written: Informative</p> <p>Research and Introduction to Country that students will represent</p> <p> Phase 1 Rubric</p> <p>A Sustainable World: Phase 2 (PSA)</p> <p>Summative: Project: Technology</p> <p>Students create a public service announcement video about environmental issues and positive responses to climate change within their country.</p>	<p>Choices curriculum unit: <i>Climate Change and Questions of Justice</i></p> <p>Films: <i>An Inconvenient Truth</i> and <i>Carbon Nation</i></p> <p>Blogspot for student blog creation</p> <p>WeVideo or iMovie for</p>

<p>climate change?</p> <p>How have universal efforts to promote climate justice been attempted in the past?</p>	<p>The global north and global south are affected by climate change in different ways</p> <p>There is a need to promote climate justice to ensure sustainability development for all global citizens</p> <p>There are many possible ways to respond to climate change</p> <p>There are obstacles to promoting climate change</p> <p>Universal agreements have been attempted in the past to promote climate change</p>	<p>I can identify local, national and global responses to climate change</p> <p>I can explain different needs for sustainable development in the Global North vs. Global South</p> <p>I can identify universal attempts to promote climate justice in the past</p> <p>I can represent a country's interest in negotiating climate change responses.</p>	<p>Sustainability Deliberation: How should the int'l community respond to climate change?</p> <p>Teacher slideshows on mitigation and adaptation responses</p> <p>Long Term: Digital Portfolio for Course on Google Sites including quarterly reflections Portfolio and Reflection Directions</p>	<p> Rubric Phase 2</p> <p>A Sustainable World: Phase 3</p> <p>Summative: Written: Informative</p> <p>Students research and explain the key environmental challenges faced by their country and analyze how they connect to UN Sustainable Development Goals.</p> <p> Rubric Phase 3</p> <p>A Sustainable World: Phase 4</p> <p>Summative: Oral: Presentation</p> <p>Students present an action plan for international response at a mock UN summit.</p> <p> Phase 4 Directions and Checklist</p>	<p>student film creation</p> <p>United Nations Development Program website and online resources</p> <p>Teacher created slideshows</p> <p>Google Sites</p>
---	--	---	--	---	---