

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: CURRENT GLOBAL ISSUES AND CURRENT GLOBAL ISSUES HONORS</b> <b>COURSE NUMBER: 131A AND 131B</b>
<b>GRADE(S): 11-12</b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Global Interdependence and Constructing a World View	10 days	<ul style="list-style-type: none"> <li>Regional analysis—economic, cultural, political regions</li> <li>Identity and interest groups—economic, cultural and political interest groups, cultural imperialism, multiple perspectives</li> <li>Interdependence—globalization of local issues, allies and opponents, isolationism, interventionism</li> <li>Introduction to world issues—issue v current events, categorizing, ranking issues by significance, evaluating multiple interpretations</li> <li>Constructing reality—free press, censorship, Chomsky's propaganda model, media filters, political economy of US media, consensus, dissent, identification and evaluation of library and Internet resources—bias, perspective, credibility, special features</li> <li>Introduction to analytical framework - multiple perspectives, power, scarcity, coexistence and conflict</li> </ul>	<p>Students will:</p> <p><b>Common</b></p> <ul style="list-style-type: none"> <li>Discuss in small groups and whole class.</li> <li>Interpret maps using titles, keys and scales.</li> <li>Make flow charts and visual idea webs.</li> <li>Make an informative oral presentation.</li> <li>Make outline notes and a main idea chart.</li> <li>Write an informal reflective essay.</li> <li>Research, identifying and evaluating library and online sources.</li> <li>Write a formal essay.</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Identify and synthesize background sources for an in-depth research project.</li> </ul>	<p><b>Common</b></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Visual web—globalization of local issues</li> <li>Written reflection—interdependence and identity in global context</li> <li>Library/Internet resource evaluation notes and oral reports</li> <li>Formal essay—constructing reality</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Background outline and preliminary bibliography</li> </ul>	Geography 8, 9 Economics 14
Power	10 days	<ul style="list-style-type: none"> <li>Power distribution—pure democracy, democracy, limited democracy, authoritarian, totalitarian, classifying nations</li> <li>Political ideology—socialism, nationalism, neoliberalism, classifying nations/groups</li> <li>Political actors—nation states, political parties, multinational corporations, non-governmental organizations, regional, cultural, economic interest groups, alliances</li> <li>Balance of power—Cold War, hegemony, globalization, United Nations, unilateralism</li> </ul>	<p>Students will:</p> <p><b>Common</b></p> <ul style="list-style-type: none"> <li>Discuss in small groups and whole class.</li> <li>Classify and diagram categories.</li> <li>Make a timeline.</li> <li>Interpret maps, identifying regional patterns.</li> <li>Make outline notes.</li> <li>Research, identifying multiple sources and synthesizing multiple interpretations of a subject (journal and online).</li> <li>Orally present and defend a position, creating a visual aid for the presentation.</li> <li>Write formal essay using supporting evidence.</li> </ul>	<p><b>Common</b></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Pan-India Policy Conference: committee work</li> <li>Written reflection: allies and opponents in India</li> <li>Formal essay: India case study evaluation</li> <li>Formal exam</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Book abstract</li> </ul>	History 1 Geography 8, 9 Civics and Government 16, 20

		<ul style="list-style-type: none"> <li>Case study: India—balance of power issues in regional context—pluralism and coalition government, nationalism v interest group politics (gender, culture, region, class), development politics, terrorism, international relations - China, US, Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for a formal exam.</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Read and evaluate academic text.</li> </ul>		
Scarcity and Exchange	13 days	<ul style="list-style-type: none"> <li>The economic problem—scarcity, global resource distribution</li> <li>Economic actors and exchange—globalization, economic liberalization, economic nationalism, development, IMF, World Bank, G8, multinational corporations, Less Developed Countries (LDCs), non-governmental organizations, capital mobility</li> <li>Case study: Mexico—globalization in a regional context—NAFTA, FTAA, PNI, Chiapas, Caribbean Basin initiative, scarcity and power, structural adjustment programs (SAPs)</li> </ul>	<p>Students will:</p> <p><b>Common</b></p> <ul style="list-style-type: none"> <li>Discuss in small groups and whole class.</li> <li>Interpret maps and create a map to show a pattern (resource distribution).</li> <li>Interpret statistics, identifying bias, select and present data to support a position.</li> <li>Make outline notes and paraphrase.</li> <li>Research, evaluating the author's argument and use of supporting evidence.</li> <li>Write a formal essay, formulating a thesis and using supporting evidence.</li> <li>Prepare for formal exam.</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Identify research source and conduct a research interview.</li> </ul>	<p><b>Common</b></p> <ul style="list-style-type: none"> <li>Class discussion and informal debate</li> <li>Map: global distribution of resources</li> <li>Legislative hearing: Structural Adjustment Programs</li> <li>Visual aid: supporting data for legislative hearing</li> <li>Formal essay: lessons of Mexico</li> <li>Formal exam</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Research interview notes</li> </ul>	Geography 8, 9 Economics 11, 12, 14, 15
Independent Research Paper—Policy Analysis	5 days	<ul style="list-style-type: none"> <li>Policy analysis and evaluation in area of interest—issue background, range of policy suggestions, defense of best policy</li> </ul>	<p>Students will:</p> <p><b>College Prep</b></p> <ul style="list-style-type: none"> <li>Research, identifying secondary and primary sources and evaluating evidence to formulate and defend a policy initiative.</li> <li>Document research sources.</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Formulate a thesis and write a detailed outline of supporting evidence.</li> </ul>	<p><b>College Prep</b></p> <ul style="list-style-type: none"> <li>Formal research paper—globalization in Latin America</li> </ul> <p><b>Honors</b></p> <ul style="list-style-type: none"> <li>Formal thesis and outline for independent research project</li> </ul>	History 3
Coexistence and Conflict	12 days	<ul style="list-style-type: none"> <li>Diversity and stability—cultural, economic, political, roots of conflict</li> <li>Conflict resolution—role of international community</li> <li>Case study: Israeli-Palestinian conflicts—homeland justifications, formation of Israel, intifada, PLO, terrorism, Oslo Accords, second intifada, Sharon, Arafat, Hamas, US in</li> </ul>	<p>Students will:</p> <p><b>Common</b></p> <ul style="list-style-type: none"> <li>Discuss in small groups and whole class.</li> <li>Make outline notes and paraphrase readings.</li> <li>Interpret a timeline.</li> <li>Research, evaluating author's argument and use of supporting evidence.</li> <li>Write informative dialogue.</li> </ul>	<p><b>Common</b></p> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Role play: <i>Shifting Sands</i>— US policy in the Middle East</li> <li>Written assignment: Palestinian-Israeli dialogue</li> </ul> <p><b>Honors</b></p>	History 1 Geography 8, 9

		the Middle East	<b>Honors</b> <ul style="list-style-type: none"> <li>Revise their formal paper, proofreading for mechanics, style and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Formal research paper</li> </ul>	
Current Issue Evaluation	10 days	<ul style="list-style-type: none"> <li>Analytical framework—power, scarcity and pluralism factors</li> <li>Global crises and hot spots—identifying and evaluating role of factors</li> <li>Case study: Sub-Saharan Africa and AIDS</li> </ul>	<b>Common</b> Students will: <ul style="list-style-type: none"> <li>Discuss in small groups and whole class.</li> <li>Make outline notes and paraphrase readings.</li> <li>Use a timeline.</li> <li>Create a visual aid to communicate pattern or trend (geographical or statistical).</li> <li>Analyze a current issue using interpretive framework.</li> <li>Research, identifying analytical sources and evaluating arguments.</li> <li>Prepare for cumulative exam.</li> </ul>	<b>Common</b> <ul style="list-style-type: none"> <li>Class discussions</li> <li>Simulation: International Conference: AIDS in Africa</li> <li>Written reflection: analyzing a global issue</li> <li>Final exam</li> </ul>	History 5, 6 Geography 8, 9 Economics 12, 14 Civics and Government 16, 20