

Board Approved August 2013 Revised June 2016

---

# SOCIAL STUDIES DEPARTMENT

---

## GLOBAL ISSUES CURRICULUM 2016

---

Christopher Wilson  
Supervisor of World Cultures

Susan Russo  
Social Studies Teacher

---

Week	Marking Period 1	Week	Marking Period 3
1	Sustainable Development and Climate Change	11	The Gap Between Rich and Poor
2		12	
3	Water	13	Peace and Conflict
4		14	
5	Energy	15	Status of Women
Week	Marking Period 2	Week	Marking Period 4
6		16	
7		17	Holidays
8	Global Convergence of Information Technology	18	Health Issues
9		19	
10	Service Learning Project	20	Final Exams

<b>Time Frame: 2 Weeks</b>							
<b>Topic</b>							
Sustainable Development and Climate Change							
<b>Essential Questions</b>							
How can sustainable development be achieved for all while addressing global climate change?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>The synergy between economic growth and technological innovation has been the most significant engine of change for the last 200 years, but unless we improve our economic, environmental, and social behaviors, the next 100 years could be disastrous.</li> <li>In 2011 the world population reached 7 billion. It is expected to grow to 9 billion by 2043, placing high demands on the Earth's resources.</li> </ul>							
<b>Alignment to NJCCCS</b>							
NJCCCS and Common Core standards – SOC.9-12.6.2.12.A.6.b, SOC.9-12.6.3.12.B.1, NJSLSA.R7, NJSLSA.R8, WHST,11-12.1,TECH 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2,							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Understand the causes and effects of human interaction with the environment.</li> <li>Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> <li>Political Cartoons</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Unit Tests with Essays</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> <li>Google Earth</li> <li>Streaming Facts on File</li> </ul>							

<b>Time Frame: Two Weeks</b>
<b>Topic</b>
Water
<b>Essential Questions</b>
How can everyone have sufficient clean water without conflict?
<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• About 80% of diseases in the developing world are water-related.</li> <li>• Today, some 2.4 billion people live in water-scarce regions.</li> </ul>
<b>Alignment to NJCCCS</b>
<b>NJCCCS and Common Core standards – SOC.9-12. 6.2.12.A.6.b, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2</b>
<b>Key Concepts and Skills</b>
<ul style="list-style-type: none"> <li>• Development planning should integrate the lessons learned from producing more food with less water via drip irrigation and precision agriculture, rainwater collection and irrigation, watershed management, selective introduction of water pricing, and successful community-scale projects around the world.</li> <li>• Student will investigate water-scarce regions around the world and methods being developed to assist.</li> <li>• Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</li> </ul>
<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Graphic Organizers</li> <li>• Group Presentations</li> <li>• Debates</li> <li>• Open-ended Questions</li> <li>• Political Cartoons</li> </ul>
<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Open-ended Questions</li> <li>• Unit Tests with Essays</li> <li>• Presentations and Projects</li> </ul>
<b>21<sup>st</sup> Century Skills</b>
<b>Interdisciplinary Connections</b>
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10
<b>Technology Integration</b>
<ul style="list-style-type: none"> <li>• Laptop and Projector</li> <li>• PowerPoint Presentations</li> <li>• Google Earth</li> <li>• Streaming Facts on File</li> </ul>

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
Energy							
<b>Essential Questions</b>							
How can growing energy demands be met safely and efficiently?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>Investments into alternatives to fossil fuels are rapidly accelerating around the world to meet the projected 40–50% increase in demand by 2035.</li> <li>The UN declared 2012 as the International Year of Sustainable Energy and set 2030 for universal access to modern energy sources.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>NJCCCS and Common Core standards – SOC.9-12. 6.2.12.A.6.a, 6.2.12.C.5.g, SCI.9-12.5.4.12.F.2, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</li> <li>Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</li> <li>Explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gases to the atmosphere and proximity to mountain ranges and to the ocean.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Service Learning Project</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> </ul>							

DEPARTMENT: Social Studies

COURSE: Global Issues

- Google Earth
- Streaming Facts on File

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
Global Convergence of Information Technology							
<b>Essential Questions</b>							
How can the global convergence of information and communications technologies work for everyone?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Free to all on the Internet, Google and Wikipedia are making the phrase "I don't know" obsolete.</li> <li>• One of the next "big things" could be the emergence of collective intelligences for issues, businesses, and countries, forming new kinds of organizations able to address problems and opportunities without conventional management.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>NJCCCS and Common Core standards – SOC.9-12.6.2.12.A.6.b, 6.2.12.D.6.a, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Students will learn to analyze the online resources they encounter to determine the validity of the information and the website.</li> <li>• Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</li> <li>• Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</li> <li>• Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Graphic Organizers</li> <li>• Group Presentations</li> <li>• Debates</li> <li>• Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Open-ended Questions</li> <li>• Unit Tests with Essays</li> <li>• Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							

**Technology Integration**

- Laptop and Projector
- PowerPoint Presentations
- Google Earth
- Streaming Facts on File

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
The Gap between the Rich and the Poor							
<b>Essential Questions</b>							
How can ethical market economies be encouraged to help reduce the gap between rich and poor?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>Nearly half a billion people grew out of extreme poverty (\$1.25 a day) between 2005 and 2010. The number and percent in extreme poverty is falling. Currently it is about 900 million or 13% of the world.</li> <li>Conventional approaches to poverty reduction (technical assistance and credit) that work in low- and middle-income stable countries do not work in fragile countries, which need stability first.</li> </ul>							
<b>Alignment to NJCCCS</b>							
NJCCCS – SOC.9-12. 6.2.12.C.6.a, 6.2.12.C.6.b, LA.11-12.CCSS.ELA-Literacy.RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</li> <li>Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Unit Tests with Essays</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Creativity
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> <li>Google Earth</li> <li>Streaming Facts on File</li> </ul>							

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
Peace and Conflict							
<b>Essential Questions</b>							
How can shared values and new security strategies reduce ethnic conflicts, terrorism, and the use of weapons of mass destruction?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>Although the vast majority of the world is living in peace, half the world continues to be vulnerable to social instability and violence due to growing global and local inequalities, outdated social structures, inadequate legal systems and increasing costs of food, water, and energy.</li> <li>Governments and military contractors are engaged in an intellectual arms race to defend themselves from cyberattacks from other governments and their surrogates</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>NJCCCS and Common Core standards – SOC.9-12. 6.2.12.A.6.b, 6.2.12.A.6.c, 6.2.12.A.6.d, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</li> <li>Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Unit Tests with Essays</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Creativity
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> <li>Google Earth</li> <li>Streaming Facts on File</li> </ul>							

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
Status of Women							
<b>Essential Questions</b>							
How can the changing status of women help improve the human condition?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>Empowerment of women has been one of the strongest drivers of social evolution over the past century, and many argue that it is the most efficient strategy for addressing the global challenges in this chapter.</li> <li>Empowerment of women is highly accelerated by the closing gender gap in education.</li> </ul>							
<b>Alignment to NJCCCS</b>							
NJCCCS and Common Core standards – SOC.9-12.6.2.12.A.6.b, 6.2.12.D.5.d, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Women account for over 40% of the world's workforce, earn less than 25% of the wages, and represent about 70% of people living in poverty.</li> <li>Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Unit Tests with Essays</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Creativity
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> <li>Google Earth</li> <li>Streaming Facts on File</li> </ul>							

<b>Time Frame: Two Weeks</b>							
<b>Topic</b>							
Health Issues							
<b>Essential Questions</b>							
How can the threat of new and reemerging diseases and immune micro-organisms be reduced?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>World health is improving, the incidence of diseases is falling, and people are living longer, yet many old challenges remain and future threats are serious.</li> <li>Non-communicable diseases and emerging and drug-resistant infectious diseases are increasing.</li> </ul>							
<b>Alignment to NJCCCS</b>							
<b>NJCCCS and Common Core standards – HE.9-12.2.1.12.C.2, 2.1.8.C.2, LA.11-12.CCSS.ELA-Literacy. RST.11-12.2, TEC. 8.1.12.A.3; 8.1.12.A.5; 8.1.12.E.1; 8.1.12.E.2</b>							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Internet Research</li> <li>Graphic Organizers</li> <li>Group Presentations</li> <li>Debates</li> <li>Open-ended Questions</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>Open-ended Questions</li> <li>Unit Tests with Essays</li> <li>Presentations and Projects</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Creativity
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
Common Core Standards - RH.11-12.1-10, WHST.11-12.1-10							
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>Laptop and Projector</li> <li>PowerPoint Presentations</li> <li>Google Earth</li> <li>Streaming Facts on File</li> </ul>							