Grades 9-12 Social Studies / History
Contemporary World Issues

1. Global Connections

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

This unit will focus on the 21st century which is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

Unit Goals

1. Understand how trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.
2. Understand how advances in communications technology has profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.

Big Ideas

Living and working in a "smaller" world

Enduring Understandings

1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.
2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.
3. Americans should be concerned with issues and events in other parts of the world.

Content

global connections

NAFTA

World Trade Organization (WTO)

Organization of Petroleum Exporting Countries (OPEC)

North Atlantic Treaty Organization (NATO)

Southeast Asia Treaty Organization (SEATO)

Treaty on the Non-proliferation of Nuclear Weapons

Camp David Accords

Kyoto Protocol

United Nations (UN)

European Union

Organization of American States

African Union

communications technology

Skills

1. Identify and summarize how nations and peoples are interconnected through trade, alliances, treaties and international organizations.
2. Describe and illustrate the dynamic connections among nations and peoples of the world which are characterized by continuous shifts in international coalitions and political alliances.
3. Analyze and synthesize the ways in which trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples.
4. Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals and the media to share or acquire information.

Essential Questions

1. How do trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century?
2. To what degree do advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders?
3. Why should I be concerned with issues and events in other parts of the world?

Stage 2: Assessment Evidence

International Organizations

Formative: Class Discussion

Students will research the original reasons for the formation of NATO (North Atlantic Treaty Organization), the United Nations and OAS (Organization of American States) or other examples of international organizations. In a Socratic Seminar setting, they will discuss how these international organizations promote interconnectedness and debate the advantages and disadvantages of increasing interconnectedness for participating nations.

Global Issues

Formative: Technology Project

Working in cooperative groups, students will select a current global issue and research how it is being discussed on web-based forums (e.g., social networking, blogs, governmental web sites, online news sites). Analyze how the use of online tools is influencing public opinion and governmental action on the chosen issue. Groups will prepare an electronic presentation to be shared with the class.

Information World

Formative: Reflective Writing

Students will write a reflective response to the following questions: How has the way we acquire information about events changed over time? What are the positive and negative consequences of these changes?

Putting It All Together

Summative: Unit Exam

Students will respond to a test including objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content taught in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Have students research the original reasons for the formation of NATO (North Atlantic Treaty Organization), the United Nations and OAS (Organization of American States) or other examples of international organizations. In a Socratic Seminar setting, have students discuss how these international organizations promote interconnectedness and debate the advantages and disadvantages of increasing interconnectedness for participating nations.
2. Working in cooperative groups, have students select a current global issue and research how it is being discussed on web-based forums (e.g., social networking, blogs, governmental web sites, online news sites). Analyze how the use of online tools is influencing public opinion and governmental action on the chosen issue. Groups will prepare an electronic presentation to be shared with the class.
3. Have students write a reflective response to the following questions: *How has the way we acquire information about events changed over time? What are the positive and negative consequences of these changes?*

Technology Integration

Classzone.com

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

The Choices Program ~ www.choices.edu. Based at Brown University's Watson Institute for International Studies, Choices offers both free online resources and some curriculum materials for purchase. Online resources include 'Teaching with the News' activities, handouts and web links.

United Nations: Global Issues at http://www.un.org/en/globalissues/internationallaw/
Provides background on post-WW II international law and links to primary source documents.

Look Sharp ~ www.ithaca.edu/looksharp. Resources on teaching about media literacy; select 'general media literacy lessons.'

See Links.

Resources

* NAFTA ([www.naftaworks.org/](http://www.naftaworks.org/))

Grades 9-12 Social Studies / History
Contemporary World Issues

2. Civic Participation and Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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Summary

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects. Particular focus in this unit will be on how individuals and groups have the capacity to engage with others to impact global issues.

Unit Goals

1. Understand how individuals and groups have the capacity to engage with others to impact global issues.
2. Know how different communication methods affect how people define and act on issues.
3. Recognize that individuals can assess how effective communicators address diverse audiences.
4. Understand that effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.
5. Understand how individuals can participate through non-governmental organizations to help address humanitarian needs.

Big Ideas

The power of individuals to influence others through media

Role of Catholic Church on global issues

Enduring Understandings

1. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes.
2. Individuals can assess how effective communicators address diverse audiences.
3. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.
4. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.
5. Individuals can participate through non-governmental organizations to help address humanitarian needs.

Content

media tools ~ textual, graphical, audio, visual, interactive

media characteristics ~ style, tone, organization

media conventions ~ use of evidence, point of view, citations

qualities of effective communication

effective civic participation ~ evaluate world events, engage in deliberative civil debate, work to influence public policy

Doctors Without Borders

Oxfam International

Children's Defense Fund

Heifer International

Red Cross

Catholic Relief Agencies

Skills

1. Evaluate how media messages are constructed for unique purposes using particular tools, characteristics and conventions.
2. Analyze and synthesize the influence of media messages on the ways people define and act on issues.
3. Assess and practice effective communication methods. including the ability to adapt communication styles to address diverse audiences by adjusting their use of communication tools, characteristics and conventions.
4. Identify and evaluate a world event or global issue.
5. Describe and illustrate the ways of influencing public processes which include identifying an appropriate decision-making body or official, analyzing policies currently in place, and participating in the deliberation of new policy through appropriate channels (e.g., letter writing, testifying at hearings, meeting with legislators).
6. Participate in debate and work to influence public processes to address an issue.
7. Identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.
8. Identify and summarize how non-governmental organizations address humanitarian needs.
9. Participate in an activity with a non-governmental organization to address a specified need.
10. Analyze and synthesize the important role played by the Catholic Social Justice Teachings in addressing global humanitarian needs.

Essential Questions

1. How do I evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes?
2. To what degree can I assess how effective communicators address diverse audiences?
3. How do I identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes in order to address global issues?
4. To what degree does effective civic participation involve identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken?
5. How can I help address humanitarian needs through non-governmental organizations?

Stage 2: Assessment Evidence

Effective Communication

Formative: Report

Students will select a public person or persons and assess how effectively they communicate a particular message. What tools, characteristics or conventions were most or least effective? How does this person or persons adjust their communication style for diverse audiences? Why are some people more dynamic than others when speaking?

Being an Effective Communicator

Formative: Class Discussion

In a Socratic Seminar setting students will discuss what it take to be an effective communicator. Students can brainstorm practices that they expect to see in an effective communicator then look for those characteristics as they observe selected video clips.

Local Civic Meeting

Formative: Technology Project

Students will observe a local civic meeting (maybe a priority board, school board, or legislative body) to view how local citizens engage in civil debate. They will present their observations to the class through a multimedia presentation that includes the meeting agenda, rules or guidelines followed, samples of speakers' comments, and the outcome of the meeting.

Debating Solutions

Formative: Class Discussion

Working in cooperative groups, students will select current global issues (such as AIDS in Africa, poverty in Haiti, or human rights abuses), then have them research the issue and possible approaches to improving or solving the situation. Hold a mock news forum or panel debating solutions, while informing their classmates/audience about the issue. Students will identify the appropriate agency or public official to whom to write a letter or e-mail their concerns about the issue.

Responding to a Need

Summative: Reflective Writing

Challenge students to put the Catholic Social Justice Teachings into practice by finding ways to address humanitarian needs locally. This could include organizations that work to alleviate hunger and homelessness, or organizations who respond to natural disasters and other emergencies. Have the students write a reflection on the experience.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, have students evaluate how and why messages are
a. constructed using particular tools (e.g., textual, graphical, audio, visual and interactive elements)
b. constructed using particular characteristics (e.g., style, tone, organization)
c. constructed using particular conventions (e.g., use of evidence, point of view, citations).
Groups will prepare an electronic presentation to share with the class summarizing their evaluation.
2. Have students select a public person or persons and assess how effectively they communicate a particular message. What tools, characteristics or conventions were most or least effective? How does this person or persons adjust their communication style for diverse audiences? Why are some people more dynamic than others when speaking?
3. In a Socratic Seminar setting have students discuss *what it take to be an effective communicator.* Students can brainstorm practices that they expect to see in an effective communicator then look for those characteristics as they observe selected video clips.
4. Have students observe a local civic meeting (maybe a priority board, school board, or legislative body) to view how local citizens engage in civil debate. Have students present their observations to the class through a multimedia presentation that includes the meeting agenda, rules or guidelines followed, samples of speakers' comments, and the outcome of the meeting.
5. Working in cooperative groups, have students select current global issues (such as AIDS in Africa, poverty in Haiti, or human rights abuses), then have them research the issue and possible approaches to improving or solving the situation. Hold a mock news forum or panel debating solutions, while informing their classmates/audience about the issue. Have students identify the appropriate agency or public official to whom to write a letter or e-mail their concerns about the issue.
6. As a class project, have students select multiple international humanitarian organizations to research and describe how the organizations address humanitarian needs. As a class, students can discuss the goals and impact of each organization and select one to support and explain why.
7. Challenge students to put the Catholic Social Justice Teachings into practice by finding ways to address humanitarian needs locally. This could include organizations that work to alleviate hunger and homelessness, or organizations who respond to natural disasters and other emergencies. Have the students write a reflection on the experience.

Technology Integration

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Resources

***Suggested resources***

Frontline ~ www.pbs.org. Have students view and discuss *The Persuaders* episode regarding the influence of marketing and advertising on American culture and politics. To access the program and aligned resources, search for the persuaders.

Museum of the Moving Image ~ www.livingroomcandidate.org. *The Living Room Candidate* has made available more than 300 commercials from every presidential election since 1952, as well as lesson plans and an interactive space for students to create their own commercials.

Fact Check ED ~ www.factchecked.org. Provides resources and lessons primarily focused on web-based media and methods for evaluating accuracy of web sites.

Look Sharp ~ www.ithaca.edu/looksharp. Resources on teaching about media literacy; select 'general media literacy lessons.'

Newseum ~ www.newseum.org. More than 800 newspapers worldwide are displayed daily in their original, unedited form, and some may contain material that is deemed objectionable to some visitors. Discretion is advised.

United Nations: Global Issues at http://www.un.org/en/globalissues/index.shtml. Offers an overview of global issues and links to further resources.

Taking it Global ~ http://www.tigweb.org. Provides an online learning community for youth interested in global issues.

Resources

* Catholic Relief Services (<http://crs.org/>)

Grades 9-12 Social Studies / History
Contemporary World Issues

3. Civil and Human Rights

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

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Summary

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

This unit will focus on the challenges to civil rights and human rights throughout the world and the power of politics, economics and culture to influence perceptions of civil and human rights.

Unit Goals

1. Understand that beliefs about civil and human rights vary among social and governmental systems.
2. Recognize that nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.
3. Understand that modern abuses against civil and human rights present individual, organizational and national issues related to the responsibilities of participants and non-participants.

Big Ideas

All people are entitled to civil and human rights

Enduring Understandings

1. Beliefs about civil and human rights vary among social and governmental systems.
2. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.
3. Genocide and ethnic cleansing are extreme examples of civil and human rights issues.
4. The Catholic Church must play a defining role in safe-guarding civil and human rights throughout the world.

Content

civil rights

human rights

ethnic cleansing

genocide

Holocaust

Genocide ~ Armenia, Bosnia, Rwanda, Darfur

Catholic Social Justice Teachings

Skills

1. Describe and illustrate how beliefs about civil and human rights vary across borders and cultures.
2. Analyze and synthesize how beliefs about civil and human rights vary among social and governmental systems.
3. Identify and summarize how differing interests on issues related to civil and human rights result in both conflict and cooperation among nations and international organizations.
4. Explain how ethnic cleansing involves the purposeful and forceful removal of a group of people from a region.
5. Explain that genocide involves the systematic extermination of a group of people based upon specific religious, national, racial, or other cultural characteristics.
6. Analyze modern instances of genocide and ethnic cleansing from individual, organizational and national perspectives.
7. Describe and illustrate the role of the Catholic Church in protecting civil and human rights.

Essential Questions

1. To what degree do beliefs about civil and human rights vary among social and governmental systems?
2. How do nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups?
3. How are genocide and ethnic cleansing extreme examples of civil and human rights issues?
4. How does the Catholic Church play a defining role in safe-guarding civil and human rights throughout the world?

Stage 2: Assessment Evidence

What are your rights?

Diagnostic: Oral Assessment

As an anticipation activity, have students respond to 20 statements that all begin with do American citizens have the right to...? Include a wide range of assumed rights and rights students may have never considered before. Students could respond to prompts in multiple ways: yes/no on paper, select a level of agreement from 1 - 5, physically move to a spot in the room that corresponds with their response (vote with your feet).

"Citizen Rights' in Different Countries

Formative: Research Project

Working in pairs, students will research and compare citizens' rights in different countries around the world and analyze why those differences exist. Categories of rights can include voting, owning property, access to education, religious choice, access to information, assembly, etc. Students will share the results of their research with the class.

1984

Formative: Reflective Writing

Students will read and reflect on George Orwell's novel 1984. In a reflective journal, students will compare the authoritarian government in 1984 with current world governments.

Civil and Human Rights

Formative: Class Discussion

In a Socratic Seminar setting, students will 1) identify and discuss examples of nations and international organizations working in cooperation with each other on civil and human rights issues, and 2) identify and discuss emerging examples of conflicts that arise out of contradictory interests related to civil and human rights.

Evils of Genocide and Ethnic Cleansing

Formative: Class Discussion

Engage students in a debate around the questions: Does the international community have the responsibility of assisting peoples threatened by genocide or ethnic cleansing? What is the responsibility of the Catholic Church in this regard? Challenge students to view the question from multiple points of view, considering the consequences of both action and inaction.

Protecting Civil and Human Rights

Summative: Reflective Writing

Students will write a reflective essay addressing what they have learned in this unit and what their responsibilities are as Catholics.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. As an anticipation activity, have students respond to 20 statements that all begin with *Do American citizens have the right to?* Include a wide range of assumed rights and rights students may have never considered before. Students could respond to prompts in multiple ways: yes/no on paper, select a level of agreement from 1 - 5, physically move to a spot in the room that corresponds with their response (vote with your feet).
2. Working in pairs, have students research and compare citizens' rights in different countries around the world and analyze why those differences exist. Categories of rights can include voting, owning property, access to education, religious choice, access to information, assembly, etc. Students will share the results of their research with the class.
3. Have students read and reflect on George Orwell's novel, *1984*. In a reflective journal, have students compare the authoritarian government in *1984* with current world governments.
4. In a Socratic Seminar setting, have students 1) identify and discuss examples of nations and international organizations working in cooperation with each other on civil and human rights issues, and 2) identify and discuss emerging examples of conflicts that arise out of contradictory interests related to civil and human rights.
5. Engage students in a debate around the question, *Does the international community have the responsibility of assisting peoples threatened by genocide?* *What is the responsibility of the Catholic Church in this regard?* Challenge students to view the question from multiple points of view, considering the consequences of both action and inaction.

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Resources

***Suggested resources***

United Nations Cyberschoolbus: Universal Declaration of Human Rights ~ www.un.org/cyberschoolbus. Resources for teaching about the Universal Declaration of Human Rights; under the heading 'curriculum,' select 'human rights.'

Frontline: On Our Watch ~ www.pbs.org. Have students view and discuss the *On Our Watch* episode regarding the ethnic conflict in Darfur. Focus discussion on the role of China, the U.N. and the United States in the Darfur conflict. To view the program and supporting resources search for 'frontline Darfur.'

The United States Holocaust Memorial Museum at www.ushmm.org presents the definition and history of the use of the word genocide; many resources, including multimedia presentations, regarding modern instances of genocide. Select 'genocide'.

United Nations ~ http://www2.ohchr.org/english/law/genocide.htm. Access primary source text of the 1951 *Convention on the Prevention and Punishment of the Crime of Genocide*.

See Links.

Resources

* Genocide in Darfur ([www.unitedhumanrights.org/genocide/genocide-in-sudan.htm](http://www.unitedhumanrights.org/genocide/genocide-in-sudan.htm))

Grades 9-12 Social Studies / History
Contemporary World Issues

4. Sustainability

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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Summary

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This unit will focus on how our increasingly global society is faced with the interdependency of ecological, social and economic systems and that the functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

Unit Goals

1. Understand that decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
2. Realize that sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
3. Understand how and why international associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.
4. Know that as Catholics, we have a unique responsibility to sustain the earth.

Big Ideas

Sustaining the earth ~ responsibility of everyone!

Enduring Understandings

1. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
2. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
3. International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.
4. As Catholics, we have a unique responsibility to sustain the earth.

Content

sustainability

ecological issues

urbanization

health' cities

balance of needs (economic, social and environmental)

agricultural practices

energy use

population growth

renewable resources

non-renewable resources

energy conservation

Greenpeace International

Rainforest Alliance

Sierra Club

Institute for Sustainable Development

Climate Action Network

GLOBE

Skills

1. Analyze and synthesize the impact of a selected human activity today and in the future, including intended and unintended consequences.
2. Describe and illustrate a sustainability issue from various political, economic and cultural perspectives.
3. Identify and summarize how people collaborate to address sustainability issues through international associations and non-governmental organizations.
4. Describe and illustrate how, as Catholics, we have a unique role in the sustainability of the earth.

Essential Questions

1. In what ways do decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences?
2. How are sustainability issues interpreted and treated differently by people viewing them from various political, economic and cultural perspectives?
3. To what degree do international associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels?
4. To what degree do I, as a Catholic, have a unique responsibility to sustain the earth?

Stage 2: Assessment Evidence

Consequences of Human Activity

Formative: Project

Working in cooperative groups, students will use a graphic organizer to analyze the intended and unintended consequences of a selected human activity (e.g., genetically modified foods). They will analyze the costs (e.g., risk of environmental damage) and benefits (e.g., increased food production) of the decision to engage in that activity, while considering current and future consequences.

Energy Sources

Formative: Project

Students will conduct an inquiry-based research project comparing two energy sources (such as nuclear power plants or wind-farms). Using available data, have students form hypotheses about the short and long term impact of the energy source. Students will predict possible unintended consequences (positive and negative). Research findings will be shared with the class electronically.

Sustaining Interests of Ohio and the United States

Formative: Class Discussion

Students will research associations and organizations working on sustainability issues of interest to Ohio and/or the United States and share their findings with the class.

Applying the Catholic Social Justice Teachings

Summative: Response Journal

Students will write a reflective paper addressing how the Catholic Social Justice Teachings challenge them in terms of the sustainability of the earth

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, have students use a graphic organizer to analyze the intended and unintended consequences of a selected human activity (e.g., genetically modified foods). They should analyze the costs (e.g., risk of environmental damage) and benefits (e.g., increased food production) of the decision to engage in that activity, while considering current and future consequences.
2. Have students conduct an inquiry-based research project comparing two energy sources (such as nuclear power plants or wind farms). Using available data, have students form hypotheses about the short and long term impact of the energy source. Have students predict possible unintended consequences (positive and negative). Research findings will be shared with the class electronically.
3. Challenging students to investigate if the United States could be completely self-sustaining by producing all of our needed energy, food and labor. Have students brainstorm what it would mean to be self-sustaining and research the possibility of the U.S. reaching such a state.
4. Have students research associations and organizations working on sustainability issues of interest to Ohio and/or the United States and share their findings with the class.
5. Have students write a reflective paper addressing how the Catholic Social Justice Teachings challenge them in terms of the sustainability of the earth.

Resources

* Lesson Plan: How Much is There to Eat? ([www.asiasociety.org](http://www.asiasociety.org))

Technology Integration

Classzone.com

United Streaming Video Service
Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

Food, Inc. ~ www.pbs.org. Have students view and discuss the information and point of view presented in the documentary film. The filmmaker investigates what he sees as the hidden side of American agriculture and agri-business. For more information visit the PBS Web site, search for food inc.

King Corn ~ www.pbs.org. Have students view and discuss the information and point of view presented in the documentary film in which two recent college graduates leave the east coast for rural Iowa, where they decide to grow an acre of the nation's most powerful crop. For more information visit the PBS Web site, search for "king corn.'

United Nations CyberSchoolBus: Cities of Today, Cities of Tomorrow ~
http://www.un.org/cyberschoolbus/habitat/index.asp. Curriculum on urbanization and the creation of 'healthy' cities of the future.

GLOBE Program ~ http://globe.gov/. The Global Learning and Observations to Benefit the Environment (GLOBE) program is a worldwide education program. GLOBE promotes students, teachers and scientists to collaborate on inquiry-based investigations of the in partnership with governmental and non-governmental organizations.

Grades 9-12 Social Studies / History
Contemporary World Issues

5. Technology

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

This unit will explore the issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences of technological advances.

Unit Goals

1. Understand how technological advances present issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences.

Big Ideas

Challenges inherent in technological advances

Enduring Understandings

1. The development and use of technology influences economic, political, ethical and social issues.
2. Technologies inevitably involve trade-offs between costs and benefits.
3. Decisions about the use of products and systems can result in intended and unintended consequences.
4. Governments and societies must balance the opportunities of a new technology with the values of a culture.

Content

technological influences ~ economic, political, ethical, and social issues

Skills

1. Identify and summarize how the development and use of technology has influenced a selected economic, political, ethical or social issue.
2. Analyze and synthesize the costs and benefits of a selected technology, including intended and unintended consequences.

Essential Questions

1. How does the development and use of technology influence economic, political, ethical and social issues?
2. To what degree do technologies inevitably involve trade-offs between costs and benefits?
3. Why do decisions about the use of products and systems result in intended and unintended consequences?
4. How do governments and societies balance the opportunities of a new technology with the values of a culture?

Stage 2: Assessment Evidence

Current Issue and Technology

Formative: Technology Project

Working in cooperative groups, students will select a current economic, political, social, or ethical issue and research how the development and use of technology has influenced that issue. Students will generate an electronic product that will be shared with their classmates.

Technolgical Consequences

Formative: Reflective Writing

Following the Socratic Seminar, students will write a reflection on their discussion on how developments in technology have resulted in desirable and undesirable consequences.

Technology ~ Good, Bad, or Ugly?

Summative: Research Project

Students will select a relatively new technology (i.e., social networking; artificial intelligence; bio-fuels; agricultural technology) and research the desirable and undesirable consequences. Challenge students to consider multiple points of view when discussing desirable and undesirable consequences.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Challenge students to identify and analyze how technology has influenced issues locally and internationally.
2. Working in cooperative groups, have students select a current economic, political, social, or ethical issue and research how the development and use of technology has influenced that issue. Students generate an electronic product that will be shared with their classmates.
3. In a Socratic Seminar setting, have students analyze and discuss how examples of developments in technology have resulted in desirable and undesirable consequences.
4. Have students select a relatively new technology (i.e., social networking, artificial intelligence, biofuels, agricultural technology) and research the desirable and undesirable consequences. Challenge students to consider multiple points of view when discussing desirable and undesirable consequences.

Technology Integration

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DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

See Links.

Resources

* Rapid Advances in Technology ([www.idecorp.com/WBS/rapid.htm](http://www.idecorp.com/WBS/rapid.htm))

Grades 9-12 Social Studies / History
Contemporary World Issues

6. National Security and International Diplomacy

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

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Summary

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

This unit will examine how the political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts.

Unit Goals

1. Understand that nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life.
2. Recognize that maintaining security has political, social and economic costs.
3. Understand how economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
4. Understand that individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

Big Ideas

All is not as it appears!

Costs and benefits of maintaining security

Enduring Understandings

1. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life.
2. Maintaining security has political, social and economic costs.
3. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
4. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

Content

National Security Act

National Homeland Security Act

Interpol

G8 summit

International Court of Justice

terrorism

piracy

organized crime

censorship

profiling

surveillance

sanctions

restrictions

NATO

Organization of American States

Skills

1. Analyze how individuals and groups work within the established systems of power, authority and governance.
2. Analyze an example of how and why an individual or group chose to work outside of the established systems of power, authority or governance and analyze the consequences of that action.
3. Evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population.
4. Explain how and why governments engage in international trade agreements.
5. Evaluate the impact of embargoes and protectionism on local and international economies.

Essential Questions

1. How do governments and societies balance individual rights and the common good?
2. To what degree does maintaining political, social and economic security costs the nation?
3. Why do economic, political and social differences between global entities lead to conflict unless mitigated through diplomacy or cooperative efforts?
4. To what degree do individuals and organizations work within, or outside of, established systems of power, authority and governance in order to influence their own security and the security of others?

Stage 2: Assessment Evidence

What Do You Know?

Diagnostic: Oral Assessment

To introduce the concept of the social costs of national security, access prior student knowledge through small group discussion. For example: a. Have students discuss what freedoms they are willing to give up to maintain national security and protection against terrorism. b. Ask how much privacy (airline screening procedures, monitoring of phone calls, library activities) and freedom of movement (tighter border controls, need to carry citizenship credentials) they believe is a reasonable amount to sacrifice.

National Security

Formative: Homework

Working with a partner, students will investigate a national security issue, either for the U.S. or among other nations, and evaluate its political, social and economic costs.

Looking at a Conflict

Summative: Research Project

Working in cooperative groups, students will investigate the economic, political and social roots of a current conflict and evaluate the efforts by the United States and/or other countries to mitigate them (e.g., disputes over territory, civil wars, nuclear proliferation). Use a graphic organizer to separate economic, political and social roots of the conflict. Have groups write a position/opinion paper on the effectiveness of efforts to mitigate the conflict.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working with a partner, have students investigate a national security issue, either for the U.S. or among other nations, and evaluate its political, social and economic costs.
2. To introduce the concept of the social costs of national security, access prior student knowledge through small group discussion. For example
a. Have students discuss what freedoms they are willing to give up to maintain national security and protection against terrorism.
b. Ask how much privacy (airline screening procedures, monitoring of phone calls, library activities) and freedom of movement (tighter border controls, need to carry citizenship credentials) they believe is a reasonable amount to sacrifice.
3. Working in cooperative groups, have students investigate the economic, political and social roots of a current conflict and evaluate the efforts by the United States and/or other countries to mitigate them (e.g., disputes over territory, civil wars, nuclear proliferation). Use a graphic organizer to separate economic, political and social roots of the conflict. Have groups write a position/opinion paper on the effectiveness of efforts to mitigate the conflict.

Resources

* Lesson Plan: National Budget Simulation ([www.econedlink.org](http://www.econedlink.org))

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Resources

***Suggested resources***

During the simulation from the Council for Economic Education (see link in Activities), students serve as an Economic Advisor to the President, who must increase military spending out of political necessity, but needs to reduce spending in other programs to limit the deficit. Conflicting goals create a need for compromise and tradeoffs to create a national budget, while trying to remain under deficit limits. Search for 'national debit.'

See Links.

Resources

* National Security Agency ([www.nsa.gov/](http://www.nsa.gov/))

Grades 9-12 Social Studies / History
Contemporary World Issues

7. The Global Economy

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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This unit will examine the global economy as an international marketplace fueled by competition, trade and integration.

Unit Goals

1. Understand that the global economy creates advantages and disadvantages for different segments of the world's population.
2. Know that trade agreements, multinational organizations, embargoes and protectionism impact markets.
3. Understand how the distribution of wealth and economic power among countries changes over time.
4. Realize that the global economy creates interdependence so that economic circumstances in one country impact events in other countries.

Big Ideas

21st Century = Global Competition

Enduring Understandings

1. Protection or pursuit of resources leads to conflict or cooperation.
2. The global economy creates advantages and disadvantages for different segments of the world's population.
3. Trade agreements, multinational organizations, embargoes and protectionism impact markets.
4. The distribution of wealth and economic power among countries changes over time.
5. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

Content

global economy

economic interdependence

international marketplace

standard of living

exploitation of workers

environmental change

natural resources depletion
embargo

protectionism policies

sanctions

tariffs

NAFTA

GATT

E.U.

OPEC

Skills

1. Analyze and synthesize how the changing global economy has created advantages and disadvantages for different segments of the world's population.
2. Compare and contrast how global competition can lead to advantages for some people but lead to negative effects for other people.
3. Describe and illustrate how and why governments engage in international trade agreements.
4. Analyze the impact of embargoes and protectionism on local and international economies.
5. Analyze the causes and effects of changes to the distribution of wealth and economic power among countries.
6. Describe and illustrate how economic decisions and activities in one country impact economies in other countries.

Essential Questions

1. How does the protection or pursuit of resources lead to conflict or cooperation?
2. How does the global economy create advantages and disadvantages for different segments of the world's population?
3. To what degree do trade agreements, multinational organizations, embargoes and protectionism impact markets?
4. How has the distribution of wealth and economic power among countries changed over time?
5. To what degree does the global economy create interdependence so that economic circumstances in one country impact events in other countries?

Stage 2: Assessment Evidence

Costs and Benefits of Production

Formative: Class Discussion

Working in cooperative groups, students will select a product that involves production in multiple international locations. Evaluate the costs and benefits of production in each location for the corporation, factory owner, its workers, the local population and the eventual consumer.

Multinational Trade Agreements

Formative: Class Discussion

Students will engage in debate over a multinational trade agreement (e.g., NAFTA, GATT). Students can debate pros and cons for U.S. involvement or can take on the roles of participating countries and/or groups.

Where is the Wealth?

Summative: Research Project

Working with a partner, students will research and use data to illustrate the shifts in distribution of wealth since WW II. Students should use technology tools (spreadsheets) to display their findings graphically. Data can include GNP (per capita), life expectancy, per capita income, consumer product distribution or other appropriate and available data. Results of the research will be shared with the class.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities***

1. Working in cooperative groups, have students select a product that involves production in multiple international locations. Evaluate the costs and benefits of production in each location for the corporation, factory owner, its workers, the local population and the eventual consumer.
2. Have students read and reflect on Daniel Jaffee's work *Brewing Justice: Fair Trade Coffee, Sustainability* which is a study of the fair trade movement on the coffee industry in a small Mexican community.
3. 3. Have students engage in debate over a multinational trade agreement (e.g., NAFTA, GATT). Students can debate pros and cons for U.S. involvement or can take on the roles of participating countries and/or groups.
4. 4. Working with a partner, have students research and use data to illustrate the shifts in distribution of wealth since WW II. Students should use technology tools (spreadsheets) to display their findings graphically. Data can include GNP (per capita), life expectancy, per capita income, consumer product distribution or other appropriate and available data. Results of the research will be shared with the class.

Resources

* Lesson Plan: Crossing Borders: The Globalization Debate ([www.stlouisfed.org](http://www.stlouisfed.org))

Technology Integration

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Web browsing software
Interactive Whiteboard (SmartBoard or ActiveBoard)
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

***Suggested resources***

See Links.

Resources

* Defining Global Economy ([www.economywatch.com/world\_economy/world-economic-indicators/global-economy/define-global-economy.html](http://www.economywatch.com/world_economy/world-economic-indicators/global-economy/define-global-economy.html))