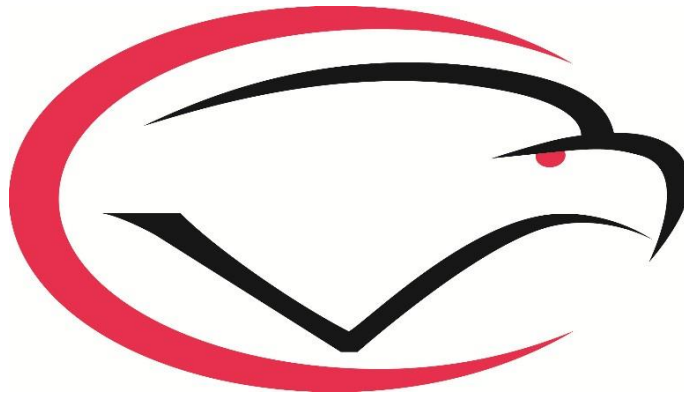


# Secondary Curriculum Maps



Cumberland Valley School District  
Soaring to Greatness, Committed to Excellence

Contemporary Global Issues

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## CVSD-Contemporary Global Issues Curriculum Map ~11-12 Grade

CV Priority Standard/PA Academic Standard	
<b>6.4.12.D. Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.</b>	
Taught in Unit(s)	
Unit 4-Globalization	
Explanation/Example of Standard	
Throughout the Contemporary Global Issues course students will be expected to analyze the role technology has played in developing efficient transportation and communication networks that have impacted human cultural, economic, and political interaction. This standard also requires the students to assess the benefits and drawbacks of living in a global community.	
Common Misconceptions	
Students commonly mistake the fact the globalization is inherently linked to progress without realizing the dangers that could, and have, manifested from this same progress. Basically they only see the good side and not some of the downsides of global connectedness.	
Big Idea(s)	Essential Question(s)
The thing students need to take away from this unit is that global interdependence has paved the way for incredible opportunities to improve lives but additionally it has led to unintended and complex negative consequences.	<ul style="list-style-type: none"> <li>● What is globalization?</li> <li>● How did the Second World War influence the development of international financial institutions?</li> <li>● What is the purpose of the IMF and how does it affect lenders and borrowers?</li> <li>● What is the purpose of the World Bank and how does it affect lenders and borrowers?</li> <li>● Why does development vary among countries?</li> <li>● Where are more and less developed countries distributed?</li> <li>● Why do less developed countries face obstacles?</li> <li>● What are TNC's or MNC's?</li> <li>● What cultural, political, and economic impact have TNC's had on the global economy?</li> <li>● What are drug cartels and how do they operate?</li> <li>● How have drug cartels developed over time?</li> <li>● How has cybercrime evolved in the 21st century?</li> <li>● How has cybercrime been used to affect our political and military institutions?</li> </ul>
Assessments	
<ul style="list-style-type: none"> <li>● Throughout the course, students will take a variety of quizzes to assess their retention of certain skills and knowledge in the unit.</li> <li>● Unit Test</li> <li>● Student will have a project based learning assessment at the end of the unit.</li> <li>● Students will have various inquiry and problem based learning tasks associated with globalization, global institutions and global crime?</li> </ul>	

<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>● Transnational Corporations</li> <li>● International Monetary Fund</li> <li>● World Bank</li> <li>● Dependency Theory</li> <li>● Modernization Theory</li> <li>● Various Drug cartels in operation</li> <li>● Bretton Woods</li> <li>● International trade</li> <li>● NAFTA</li> </ul>	<ul style="list-style-type: none"> <li>● Use global data to make assessments on the global economy).</li> <li>● Identify IMF and its structure</li> <li>● Identify World Bank and its structure</li> <li>● Compare and contrast MDCs and LDCs.</li> <li>● Evaluate Dependency Theory and Modernization Theory.</li> <li>● Identify barriers to development.</li> <li>● Evaluate the effectiveness of global financial institutions.</li> <li>● Trace the development of globalization</li> <li>● Analyze the origin and development of drug cartels.</li> <li>● Analyze the vulnerabilities inherent in the internet of things.</li> </ul>

## CVSD-Contemporary Global Issues Curriculum Map ~11-12 Grade

CV Priority Standard/PA Academic Standard	
5.4.12.C Evaluate the effectiveness of international organizations, both governmental and non-governmental.	
Taught in Unit(s)	
Unit 3-Conflict and Cooperation	
Explanation/Example of Standard	
Throughout the Contemporary Global Issues course, students will be expected to evaluate the effectiveness of the international community and how it responds to crisis. This standard requires students to investigate not just the causes and results of humanity in crisis but also the complexities inherent in these situations and how this influences the responses of the international community.	
Common Misconceptions	
Students generally think the international community is not effective in its dealing with crisis. Furthermore, students lack understanding of the complex nature of many problems and how these complexities influence the outcome. There is also a lack general lack of understanding of the root causes of conflict and the extent to which the past does or does not inform the present.	
Big Idea(s)	Essential Question(s)
The thing students need to take away from this unit is the idea that conflict and cooperation are complex issues that do not always present simple solutions. Also, the international community has a mixed track record of success for a variety of reasons that need to be explored in order to make global institutions more effective	<ul style="list-style-type: none"> <li>• What are the value and limitations of the United Nations?</li> <li>• What role should NATO play in a post-Cold War world?</li> <li>• Why is it important for high school students to be aware of the UDHR?</li> <li>• To what extent should/can human rights be universal?</li> <li>• How would you assess the international community's efforts in enforcing human rights?</li> <li>• What is genocide and how did it become a crime punishable by law?</li> <li>• How does the memory of genocide and crimes against humanity influence societies in contemporary times?</li> <li>• How would you assess the international community's response to genocide and crimes against humanity?</li> <li>• What are the value and limitations of punitive and restorative justice?</li> <li>• How does terrorism differ from other forms of violence?</li> <li>• Why do perpetrators commit acts of terrorism?</li> <li>• To what extent is terrorism the greatest threat to humanity in contemporary time?</li> <li>• How would you assess the international community's response to terrorism over time?</li> <li>• What are the strategic assets and liabilities of possessing nuclear weapons?</li> <li>• To what extent are nuclear weapons the greatest threat to humanity in contemporary</li> </ul>

	<p>times?</p> <ul style="list-style-type: none"> <li>● How would you assess the international community's response to nuclear weapons over time?</li> </ul>
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Throughout the course, students will take a variety of quizzes to assess their retention of certain skills and knowledge in the unit.</li> <li>● Unit Test</li> <li>● Student will have a project based learning assessment at the end of the unit.</li> <li>● Students will have various inquiry and problem based learning tasks associated with global issues involving deforestation, famine, pollution, species endangerment, and pandemics.</li> </ul>	
<p><b>Concepts</b> (what students need to know)</p>	<p><b>Skills</b> (what students must be able to do)</p>
<ul style="list-style-type: none"> <li>● United Nations</li> <li>● Security Council</li> <li>● NATO</li> <li>● UDHR</li> <li>● Genocide</li> <li>● Crimes Against Humanity</li> <li>● Ethnic Cleansing</li> <li>● UN Genocide Convention</li> <li>● Punitive and Restorative Justice</li> <li>● International Criminal Court</li> <li>● Responsibility to Protect</li> <li>● Terrorism</li> <li>● Nuclear Proliferation</li> <li>● Deterrence</li> <li>● Nuclear Non Proliferation Treaty</li> <li>● IAEA</li> </ul>	<ul style="list-style-type: none"> <li>● Use global data to make assessments on global conflict ( terrorism, nuclear proliferation).</li> <li>● Identify UN Security Council and its structure..</li> <li>● Compare and contrast genocide, crimes against humanity and ethnic cleansing.</li> <li>● Compare and contrast the effectiveness of punitive and restorative justice.</li> <li>● Identify and analyze a variety of atrocities to determine their legal category.</li> <li>● Evaluate the effectiveness of the UN Genocide Convention's legal definition of genocide.</li> <li>● Relate the role of historical memory in shaping attitudes in contemporary times.</li> <li>● Analyze the reasons why states acquire or forsake the acquisition of nuclear weapons.</li> <li>● Evaluate the way media coverage influences perceptions about global crisis.</li> <li>● Evaluate the international community's response to global crisis over time.</li> </ul>

## CVSD-Contemporary Global Issues Curriculum Map ~11-12 Grade

CV Priority Standard/PA Academic Standard	
<b>7.3.12A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.</b>	
Taught in Unit(s)	
Unit 1-Human Geography	
Explanation/Example of Standard	
Throughout the Contemporary Global Issues course students will be expected to learn and utilize certain geospatial skills that will help them analyze and interpret the various patterns of conflict, cooperation, settlement, and human impact shaping our global community today. This standard will help them to begin to view things on a macro-scale so that they may make assessments and predictions on various micro-levels.	
Common Misconceptions	
Students tend to see things on a local level and ignore various cultures from around the world. They have a tendency to assume a very egocentric view on things which stems from their growth in a western culture. Students traditionally do not see the global impact that various political, social, and economic decisions have on the world and their inhabitants.	
Big Idea(s)	Essential Question(s)
Humans throughout the world, and throughout history, have had, and continue to have, an indelible mark on the world. This mark can be seen, and measured, through political, social, economic, cultural and religious characteristics and factors. To continue to make human progress students need to learn how that mark is made and how we can employ this knowledge to build a better geospatial understanding of each other and our motives.	<ul style="list-style-type: none"> <li>• Why is population increasing at different rates in different countries?</li> <li>• Why is each point on earth unique?</li> <li>• What causes migration and what obstacles do migrants face?</li> <li>• What compels humans to settle in certain parts of the world?</li> <li>• Why do folk and popular cultures originate and diffuse in different patterns and different ways?</li> <li>• What are demographics and how can we use the data to view the past, understand problems, make connections in the present and make predictions?</li> <li>• How have political and social issues impacted the humans' geographical pattern?</li> <li>• What are the various religions throughout the world?</li> <li>• How do religions shape individual and group identities and they way people view the world?</li> <li>• How have religions impacted geopolitical relations? (past, present and future)</li> <li>• How has, and will, regionalism play a role in conflict and cooperation in the world?</li> </ul>
Assessments	
<ul style="list-style-type: none"> <li>• Throughout the course, students will take a variety of quizzes to assess their retention of certain skills and knowledge in the unit.</li> <li>• Unit Test</li> <li>• Student will have a project based learning assessment at the end of the unit.</li> <li>• Students will have various inquiry and problem based learning tasks associated with global issues involving international politics, resources, populations trends, economic interplay, and cultural interactions.</li> </ul>	

<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>● World regions and climates.</li> <li>● Various world cultures.</li> <li>● World religions.</li> <li>● Demographic trends throughout the world.</li> <li>● Past and current geopolitical status.</li> <li>● Global economic systems employed.</li> <li>● Political systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Use geographical data to evaluate and predict the evolving changes in population.</li> <li>● Use maps, data, media sources, and historical interplay that has impacted political, cultural, social and economic shifts and establishments.</li> <li>● Compare and contrast various cultures throughout the world and prepare scenarios in which various groups could find common ground to elevate human progress.</li> <li>● Critique the ethics of introducing various cultures, religions, economic and political systems to various regions in the world. Predict successes and failures that could result.</li> <li>● Argue the benefits of one economic system versus another, and how each system benefits the culture and political structure of the country it resides in.</li> <li>● Synthesize all the information from the unit to demonstrate an understanding of global complexity and global awareness.</li> </ul>

## CVSD-Contemporary Global Issues Curriculum Map ~11-12 Grade

CV Priority Standard/PA Academic Standard	
7.4.12B. Analyze the global effects of human activities on physical systems.	
Taught in Unit(s)	
Unit 2-Sustainability	
Explanation/Example of Standard	
Throughout the Contemporary Global Issues course students will be expected to analyze consequences that human activities and decisions have on humans and various environmental and physical systems. This standard requires the students to look at not just the country they reside in, but human activities around the world that are having positive and negative effects to everyday life and human sustainability.	
Common Misconceptions	
Students generally think resources are infinite and the disappearance of a species of animal not that important. There is also a lack of understanding within students when it comes to understanding where food comes from and what goes into the production, transportation and distribution. They also have very little idea about the geopolitical ramifications the aforementioned issues. Students also tend to think that pollution only comes from cars and factories.	
Big Idea(s)	Essential Question(s)
The thing students need to take away from this unit is the idea that resource are finite and general use of those resources have many positives and negatives on the world around them.	<ul style="list-style-type: none"> <li>• What is the nature of the most important environmental concerns in contemporary times?</li> <li>• How would you evaluate the international community's response to major environmental issues?</li> <li>• What are some potentially viable solutions to major environmental issues?</li> <li>• What factors lead to food shortages and famines?</li> <li>• How would you assess the international community's attempts to deal with famines?</li> <li>• To what extent is famine a significant international security threat?</li> <li>• What is a pandemic?</li> <li>• How prepared is the international community for potential pandemic?</li> <li>• What contemporary factors exacerbate the possibilities of pandemic disease?</li> </ul>
Assessments	
<ul style="list-style-type: none"> <li>• Throughout the course, students will take a variety of quizzes to assess their retention of certain skills and knowledge in the unit.</li> <li>• Unit Test</li> <li>• Student will have a project based learning assessment at the end of the unit.</li> <li>• Students will have various inquiry and problem based learning tasks associated with global issues involving deforestation, famine, pollution, species endangerment, and pandemics.</li> </ul>	
Concepts (what students need to know)	Skills (what students must be able to do)



- Climate change
- Pollution
- Species endangerment
- Water/Food security
- Deforestation
- Zoonotic disease
- Pandemic/epidemic

- Use global data to make assessments on famine.
- Identify the world's largest polluters.
- Compare and contrast the nature of the most important environmental concerns.
- Identify and discuss the various diseases that have, and could become, pandemics.
- Relate the causes of Pandemics to sustainability.
- Analyze the impact of deforestation.
- Analyze and critique current arguments and facts on climate change.

Grade:			SUBJECT
Unit	Timeline	Topics	Priority Standards
Human Geography	9 Weeks	Folk Culture	7.3.12A. Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.
		Popular Culture	
		Migration	
		Population	
		Regions	
		Religions (Universalizing vs Ethinc)	
Sustainability	9 Weeks	Deforestation	7.4.12B. Analyze the global effects of human activities on physical systems.
		Species Endangerment	
		Famine	
		Pollution	
		Agriculture	
		Pandemic Risk	
Conflict and Cooperation	9 Weeks	United Nations	5.4.12.C. Evaluate the effectiveness of international organizations, both governmental and non-governmental.
		NATO	
		Human Rights	
		Terrorism	
		Genocide	
		International Criminal Court	
		Nuclear Proliferation	

