

West Linn–Wilsonville School District
Social Studies Department – Course Statement

<u>Course Title: Global Issues</u>	
Length of Course:	Semester
Number of Credits:	1
Grade Level:	11, 12
Prerequisites:	World History; Modern US History (or AP US History)
CIM Work Samples	
Offered in Course:	Speaking and writing work samples
Date of Description/Revision: December 2005	
Course Overview	
<p>Global Issues explores the world as it currently exists and the fact that sometimes the meaning of events is not what they appear to be. This class explores perception and a lot more. What students know about the world and how they think will be greatly challenged and expanded after taking this class. Students are expected to become more informed about the present state of the world and to critically think about their future in the world. Students will analyze, synthesize, and evaluate news, films, videos, television, internet, guest speakers, books, magazines, and anything else that will help them to make sense of current events.</p>	
Essential Questions	Concepts providing focus for student learning
<ul style="list-style-type: none"> • What are we, where did we come from, where are we going? • What is the human condition? • How are we different and how are we similar? • Why do some people thrive while others barely survive or don't survive at all? • How is life like living inside of a pinball machine? 	
Proficiency Statements	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none"> • Become informed about the present state of the world. • Make a speech or write a paper on the present state of the world. • Take tests on the current state of the world and pass them at 70% or better. • Demonstrate thinking critically about the present state of the world and the future as evidenced by weekly analysis of world news and events. Analysis can be done orally or in written form and all sources must be cited properly. • Analyze current news events and evaluate their meaning in the context of political, economic, and social forces at work. Students will be able to identify if a news article has a political point of view and the orientation of the author presenting that point of view. Students will also be able to recognize and correctly identify economic forces behind the political events. Students will be able to discuss or write about the social implications of political decisions relative to the concept of social justice. 	

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- Recognize and explain the broad historical trends of the world.
- Identify and locate major countries, cities, and political regimes.
- Compare and contrast economic systems from different regions.
- Describe, explain, and diagram political orientations labeled radical, liberal, conservative, and reactionary and show their orientation to change.
- Argue for or against economic boycotts as a means of non-violent, non-cooperation.
- Discuss the movements of Mohandas K. Gandhi and Martin Luther King as 20th century examples of change through non-violent methods.
- Examine racial theories and identify fallacies in this thinking.
- Show evidence of being able to think globally and then acting locally.
- Debate world population trends in relation to sustainable development, hunger, and poverty.
- Take a position of the environment and economic development and defend their position through debate or papers written to support a position.

**General Course Topics/Units
& Timeframes**

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| <p>A. Unit #1 - Introduction</p> <p>Review of world history and explanation of the seven disciplines of social science; case studies are presented using geography, economics, political science, sociology, psychology, anthropology, and history as ways to explain human behavior, decision making, and changes in societies and cultures; compare and contrast the five major world religions: Christianity, Judaism, Hinduism, Buddhism, and Muslim; begin assigned weekly news analysis.</p> | <p>3 weeks</p> |
| <p>B. Unit #2 – Contextual Thinking</p> <p>Distinction between content and context; complete various paradigm puzzles that challenge traditional ways of thinking; present the riddle about “the way that it is,” and the 9 dot paradigm; examine why a fish does not know water; introduce epistemology, axiology, and ontology.</p> | <p>3 weeks</p> |
| <p>C. Progress Report Examination complete by this point</p> | |
| <p>D. Unit #3 - Mohandas K. Gandhi and Martin Luther King</p> <p>Compare and contrast two major movements of the 20th century that used non-violence as a method to bring about change; watch the video on “Gandhi” and “The Power of One” and write a reflective paper; examine theories of race and racial prejudice; E+R=O is introduced for evaluation as a method to influence change; address the question of whether or not change can happen peacefully and non-violently, (citing historical evidence).</p> | <p>3 weeks</p> |
| <p>E. Mid-term Exam</p> | |
| <p>F. Unit #4 - United Nations</p> <p>Group research about the history, structure, and function of the United Nations; debate problems using a model U.N. format that will include questions about Human Rights, World Economics, and Political Conflict between members of the United Nations and rogue nations; create future scenarios for world peace and world conflict after playing the X/Y game (also called the</p> | <p>3 weeks</p> |

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Red/Black game); speculate about the role of the United Nations during the 21st century; discuss the New World Order as to its political meaning and significance economically and socially.

G. Unit #5 - Population, Resources, and Environment 3 weeks

Examine popular theory of Paul Ehrlich, Stanford biologist, and the controversy surrounding world population; think critically about the political, economic and social ramifications of Ehrlich's theory and other theories that prophesy future world destruction and global collapse; view and examine (for accuracy) Ted Turner's CNN video on the Population Bomb; demonstrate ability to think through complex issues that currently face the world and its inhabitants.

H. Final Exam – Use Mauritius as a case study; demonstrate ability to think from the multiple social science perspectives and tie together major concepts presented in this class; compare and contrast Mauritian society with other societies studied during the semester. In addition, "Think Globally and Act Locally" project submitted for final evaluation.

Resources

- Text: *Modern World History: Patterns of Interaction*, McDougal Littell, 2005
- Supplemental Text: US News and World Report (magazine)
- Supplemental Text: *History Alive! Program*, Teacher's Curriculum Institute
Ancient World History
World History from 500 to 1700
Modern World History
- Other: Newspapers, periodicals, Internet news sources, guest speakers, World Affairs Council, videos on Gandhi, Martin Luther King, and the Population Bomb, videotapes of current news shows and events in progress, politicians, political scientists, economists, sociologists, anthropologists, historians, psychologists, social psychologists, community members, pamphlets espousing racial theories and prejudicial Internet web pages, population video by ZPG, maps, atlases, charts, graphs, statistics