Social Studies

Global Issues

2025-2026

Aligned with Ohio's Learning Standards for Social Studies (2018) and the College, Career, and Civic Life (C3) Framework

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance
The Year-at-a-Glance provides a high-level overview of the course by grading period, including: ● Units; ● Standards/Learning Targets; and ● Timeframes.

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Scope and Sequence
The Scope and Sequence provides a detailed overview of each grading period, including: ● Units; ● Standards/Learning Targets; ● Timeframes; ● Big Ideas and Essential Questions; and ● Strategies and Activities.

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Curriculum and Instruction Guide
The Curriculum and Instruction Guide provides direction for standards-based instruction, including: ● Unpacked Standards / Clear Learning Targets; ● Content Elaborations; ● Sample Assessments; ● Instructional Strategies; and ● Instructional Resources.

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Year-at-a-Glance

Semester X

Grading Period 1	**Unit 1. Introduction to Global Issues**	**9 weeks**
	Defining Global Issues	
	Global Interconnectedness	
	The Inquiry Arc: Compelling Questions, Disciplinary Tools and Concepts, Sources and Evidence, Informed Action	
	Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.	

Grading Period 2	**Unit 2. Cultural and Social Issues**	**9 weeks**
	World Religions and Cultures	
	Migration and Refugees	
	Global Health Crises	
	Global Issues Learning Target 1	

Semester Y

Grading Period 3	**Unit 3. Political and Economic Issues**	**9 weeks**
	Human Rights	
	Foreign Policy and Global Security	
	International Trade and the Global Economy	
	Global Issues Learning Target 2	

Grading Period 4	**Unit 2. Technological and Environmental Issues**	**9 weeks**
	Technology and Globalization	
	Environment and Sustainability	
	Global Issues Learning Target 3	

Scope and Sequence

Unit 1. Introduction to Global Issues			9 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
Defining Global Issues Global Interconnectedness The Inquiry Arc	C3 Dimension 1. Construct compelling questions that focus on enduring issues and concerns. C3 Dimension 2. Apply disciplinary concepts and tools to address compelling questions. C3 Dimension 3. Gather and evaluate sources and use evidence to support claims. C3 Dimension 4. Communicate conclusions and take informed action.	**Evidence** ● How do we generate and investigate compelling questions? ● How do we know what to believe? ● What do we do when sources disagree? ● How do we think like historians and social scientists? ● Should we question everything? ● How do we make a strong argument?	● What is a global issue? ● Global issues brainstorm activity ● Global Issues K-W-L Chart ● Research on current global issues ● Generating compelling and supporting questions on global issues ● Evaluating the credibility of sources ● Taking informed action strategy brainstorm

Grading Period 1

Unit 2. Cultural and Social Issues			9 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
World Religions and Cultures Migration and Refugees Global Health Crises	Global Issues 1. Analyze the underlying causes, impact, and interconnections of global cultural and social issues.	**Change** ● What are the causes and effects of historical events and patterns? ● Can a country have change and still hold traditional shared beliefs? **Diversity** ● What does it mean to value and respect diversity? **Justice** ● What happens when justice is denied?	● Iceberg analogy of surface and internal culture ● Graphic organizer on pros and cons of globalization on national and local cultures ● Maps and data sets on world religion ● Graphic organizer on push and pull factors for migration ● Interview an immigrant or refugee ● Analyzing data sets on immigration and global health issues

Grading Period 2

Unit 3. Political and Economic Issues			9 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
Grading Period 3 Human Rights Foreign Policy and Global Security International Trade and the Global Economy	Global Issues 2. Analyze the underlying causes, impact, and interconnections of global political and economic issues.	**Change** ● What are the causes and effects of historical events and patterns? **Democracy** ● What is the difference between a freedom fighter and a terrorist? **Justice** ● Are laws applied fairly? **Diversity** ● How do we resolve conflicts between cultural practices and human rights? **Power** ● Does might make right?	● Graphic organizer on human rights ● Taking the Human Rights Temperature of Your School activity ● Debate on human rights considerations in foreign policy ● Graphic organizer on terror threats and global responses ● Research and presentation on current foreign policy issue ● Production tables to show comparative advantage and trade ● Graphic organizer on positive and negative effects of trade and barriers ● Speech for or against free trade

Unit 4. Technological and Environmental Issues			9 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
Grading Period 4 Technology and Globalization Environment and Sustainability	Global Issues 3. Analyze the underlying causes, impact, and interconnections of global technological and environmental issues.	**Change** ● What are the causes and effects of historical events and patterns? ● What are the effects of human-environment interaction? ● How can we be involved in the change process?	● Addressing technology issues as a social media CEO ● Two-column chart on effects of new technology ● Three Venn diagram on sustainability ● Sustainable energy solutions summit ● Data analysis on population growth and environment issues ● Chart on environmental conferences ● Research and PSA on citizen environmental organizations

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Curriculum and Instruction Guide

Unit 1. Introduction to Global Issues

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns. *Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*	**Essential Understanding** Beginning the inquiry process with compelling questions **Extended Understanding** Developing original compelling questions	**Academic Vocabulary Tier 2** compelling questions enduring issues
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can construct compelling questions that focus on enduring issues and concerns. **Underpinning Knowledge Learning Target:** − The student can explain points of agreement and disagreement experts have about a compelling question. **Underpinning Reasoning Learning Targets:** − The student can explain how a question reflects an enduring issue in the field. − The student can explain how supporting questions contribute to an inquiry. − The student can explain how, through engaging source work, new compelling and supporting questions emerge. **Underpinning Skills Learning Target:** − The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Instructional Strategies

Brainstorm a list of compelling questions students have about global issues. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the Question Formulation Technique to help students learn to develop and ask their own questions about global issues.

Instructional Resources

College , Career, and Civic Life Framework (C3) Framework – http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf

C3 Teachers – database of inquiries covering various topics in social studies: http://www.c3teachers.org/inquiries/

Compelling and Supporting Questions C3 Videos: https://youtu.be/0MNeeJ4bpSM and https://youtu.be/3BUdJwYksns

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. http://rightquestion.org/education/

Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. https://www.infohio.org/students//er/grade/g912.

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions. *Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*	**Essential Understanding** − Using disciplinary skills and tools of issues-centered history and global studies **Extended Understanding** − Application of skills and tools to address compelling questions	**Academic Vocabulary** **Tier 2** disciplinary concepts compelling questions **Tier 3** global issues globalization global interconnections
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can apply disciplinary concepts and tools to address compelling questions. **Underpinning Knowledge Learning Targets:** − The student can list criteria for what makes an issue global in scope. − The student can identify global issues. − The student can explain how individuals and groups work within and outside of the established systems of power, authority and governance to address global issues. **Underpinning Reasoning Learning Targets:** − The student can categorize and prioritize issues to highlight interconnections and explore solutions. − The student can analyze multiple and complex causes and effects of current issues, including the historical roots of contemporary conflicts. − The student can analyze the issues, historical forces, and values that shape U.S. international relations in the 21st century. − The student can analyze the economic, social and environmental impact of increasing global interconnections and changing spatial patterns. − The student can evaluate how political and economic decisions throughout time have influenced economic, cultural and environmental characteristics of various places and regions.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person's contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

Instructional Strategies

Use K-W-L Charts (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a Thesis-Proof Chart to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a History Frame to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? How was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

When conducting an OUT (Opening Up the Textbook), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and crosschecking sources.

Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or historical investigation paper. A historical investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

National History Day is a year-long program that engages students in authentic learning. Students learn history by doing history. Students conduct historical research that leads to imaginative exhibits, documentaries, original performances, websites and scholarly papers. Based on the annual theme, students can select a relevant Global Issue. http://www.ohiohistoryday.org and http://nhd.org.

Model UN is a simulation of the UN General Assembly and its other multilateral bodies where students perform an ambassador role while debating topics such as gender equality, climate action, global health, and more.

Instructional Resources

Council on Foreign Relations - https://education.cfr.org/

Choices Teaching with the News - https://www.choices.edu/teaching-with-the-news/

Points of View Reference Source (INFOhio) - https://www.infohio.org/students//er/grade/g912

United Nations Global Issues - http://www.un.org/en/globalissues/

Speak Truth to Power Human Rights Defenders Curriculum - https://rfkhumanrights.org/work/teaching-human-rights/lessons

PBS Frontline - http://www.pbs.org/wgbh/frontline/

Population Education Lessons - https://www.populationeducation.org/content/find-lesson

Diplomacy Simulations - https://diplomacy.state.gov/discover-diplomacy/about/

Adopted Textbook Resources

Global Issues Alive! **(TCI)**

- Digital Student Textbook (access through [CCS Classlink Launchpad](#))
  - Student Textbook: Lesson 1, A Spatial Way of Thinking; Lesson 2, Confronting Global Issues; Lesson 3, The Global Sneaker; Lesson 4, The Impact of Globalization; Lesson 5, The Costs and Benefits of Globalization

- Digital Teacher Resources (access through [CCS Classlink Launchpad](#))
  - Lesson Guide: Lessons 1, 2, 3, 4, 5
  - Interactive Notebook: Lessons 1, 2, 3, 4, 5
  - Preview: Lessons 1, 2, 3, 4, 5
  - Visual Discovery: Lesson 1, Six Types of Thematic Maps; Lesson 3, How Sneakers are a Product of Globalization
  - Experiential Exercise: Lesson 2, Delegates to the United Nations
  - Processing: Lessons 1, 2, 3, 5
  - Social Studies Skill Builder: Lesson 4, Shipping Containers
  - Writing for Understanding: Lesson 5, Blogs on the Benefits and Costs of Globalization
  - Assessments: Lessons 1, 2, 3, 4, 5

- Digital TCI Program Support (access through [CCS Classlink Launchpad](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - History and Social Science Skills Toolkit
  - Cooperative, Inclusive Classroom

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims. *Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*	**Essential Understanding** Using sources for evidence to support claims **Extended Understanding** Evaluating sources and refining claims from evidence	**Academic Vocabulary** **Tier 2** evaluate sources claims
Ultimate Learning Target Type: Skill	**Broad Learning Target:** - The student can gather and evaluate sources and use evidence to support claims. **Underpinning Skills Learning Target:** - The student can gather relevant information from multiple sources representing a wide range of views. - The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources. - The student can evaluate the credibility of a source by examining how experts value the source. - The student can develop claims and counterclaims while pointing out the strengths and limitations of both. - The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. - The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A Structured Academic Controversy is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the Philosophical Chairs strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

Defeating Counterarguments Class Challenge: Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.

Sample Assessments and Performance Tasks

What type of evidence would support the following claim: _____?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: _____.

Using the sources below, construct a claim about _____ and provide two pieces of evidence that support it.

Instructional Resources

Reading Like a Historian: Evaluating Sources - https://inquirygroup.org/history-lessons/evaluating-sources

Civic Online Reasoning (Digital Inquiry Group) - https://cor.inquirygroup.org/

Points of View Reference Center (INFOhio) - https://www.infohio.org/students//er/grade/g912.

Logic in Argumentative Writing - https://owl.english.purdue.edu/owl/resource/659/01/

The Writing Center at UNC-Chapel Hill: Evidence - http://writingcenter.unc.edu/handouts/evidence/

Thesis-Proof Chart (Reading Quest) - http://www.readingquest.org/thesis.html

Unpacked Standards / Clear Learning Targets		
C3 Framework Dimension 4. Communicate conclusions and take informed action. *Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*	**Essential Understanding** Communicate arguments with sound reasoning and evidence **Extended Understanding** Take informed action based on reasoned arguments	**Academic Vocabulary** **Tier 2** conclusions evidentiary claims counterclaims deliberative **Tier 3** individual action collective action
Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can communicate conclusions and take informed action. **Underpinning Skills Learning Targets:** − The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources. − The student can acknowledge counterclaims and evidentiary weaknesses of an argument. − The student can critique the credibility and validity of claims, evidence and reasoning in arguments. − The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom. − The student can use print and oral technologies and digital technologies to communicate ideas. **Underpinning Reasoning Learning Targets:** − The student can assess options for individual and collective action to address local, regional, and global problems. − The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	

Content Elaborations

From the *College, Career, and Civic Life Framework*:
Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

Instructional Strategies

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address a current political issue.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a human rights or social justice issue.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can meet address environmental and sustainability issues

Prepare and deliver lessons to introduce global issues to middle or elementary school students.

Sample Assessments and Performance Tasks
Identify two strategies that you could use to address a global issue at the state, national, or global level.
Which action below would be appropriate for addressing a global issue in your local community?
How could you use social media to take informed action on a current social, political, or economic issue?

Instructional Resources
PVLEGS - http://pvlegs.com - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed
C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY
Civic Action Project (Constitutional Rights Foundation) - https://www.crfcap.org/mod/page/view.php?id=205

Unit 2. Cultural and Social Issues

Unpacked Standards / Clear Learning Targets		
Global Issues Learning Target 1. Analyze the underlying causes, impact, and interconnections of global cultural and social issues.	**Essential Understanding** Causes, effects, and interconnections of cultural and social issues **Extended Understanding** Strategies and ongoing efforts to address cultural and social issues in the world today	**Academic Vocabulary** cultural iInternal culture surface culture religion interconnections social migration refugee health crises
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the underlying causes, impact, and interconnections of global cultural and social issues. **Underpinning Knowledge Learning Targets:** − The student can explain the difference between surface culture and internal culture. − The student can summarize the major religions and belief systems in the world today. **Underpinning Reasoning Learning Targets:** − The student can assess the impact of globalization on cultural characteristics and social structures. − The student can explain the causes, effects, and interconnections of migration patterns and refugees. − The student can explain the causes, effects, and interconnections of global health crises. **Underpinning Skills Learning Targets:** − The student can analyze current events from the perspective of various cultures around the world.	

Content Elaborations

Culture and Religion

Culture consists of the systemic beliefs, values, institutions and traditions that a society passes on to subsequent generations. Culture also includes attributes of a society, such as language, arts, literature, technologies and material goods. In short, it is a way of life of a society or group of people. Cultural characteristics are those features or traits that help distinguish one culture from another. Culture helps to explain human social behavior. Surface culture reflects aspects of culture that are publicly visible: body language, music, food, art, architecture, and dress. Internal culture acts as a lens through which people perceive and interpret information, people, events, and experiences. Internal culture includes the norms and values, beliefs and cultural assumptions that cause people to behave, speak, think, and interact the way they do.

Religion is one key cultural characteristic. A religion is a unified system of beliefs and practices concerned with sacred things. Some of the major world religions today include: Buddhism, Christianity (Roman Catholic, Protestant, Eastern Orthodox), Hinduism, Islam (Sunni, Shiite), Judaism, and Sikhism. There are also various local and regional indigenous religions throughout the world.

Increasing global interconnections through trade and migration have accelerated the rate of cultural diffusion, and led to cultural change and conflicts.

Migration and Refugees

Human migration is the process of people moving from one place to another with the intention of settling in the new location for an extended period of time. Human migration can be characterized as emigration, movement relative to the point of departure, and immigration, movement relative to the destination. A variety of factors lead to migrations of people. Pull factors are those things that attract people to a particular location (e.g., favorable climate, access to quality education system, low cost of living, civil liberties). Push factors are those things that drive people away from a location (e.g., drought, ethnic persecution, extreme poverty, war, crackdown on political dissent).

A refugee is someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

Global Health Crises

Health or well-being is unevenly distributed among the people of the world, as is food. The level of health or well-being and the availability of food vary greatly among people of the world. People need enough to eat, but they also need a properly balanced diet that will increase their chances of fighting diseases. Increases in international commerce and in the movement of people influence health. The increased movement of both goods and people increases opportunities for the spread of diseases like AIDS, malaria, or tuberculosis. Globalization can also improve access to the medicines, medical information, and training that can help treat or cure these diseases.

Instructional Strategies

Culture and Religion
Use an iceberg analogy to distinguish between surface culture and internal culture. Surface cultural aspects should be shown above the water line, and internal cultural aspects below the water line, with relative depth.

Read the article "Body Ritual among the Nacirema" and discuss its relevance to the study of world cultures.

Create a graphic organizer to show the pros and cons of globalization on national and local cultures. Have students debate or write an essay on the topic.

Use maps and data sets to identify the location of major world religions. Discuss how these patterns have changed over time, and the cultural changes and conflicts that have resulted from increased interaction among religious groups in a given region.

Migration and Refugees
Create a graphic organizer to show push and factors for migration. Give examples from the contemporary world that show each factor.

Use world maps to trace patterns of migration throughout the world. Use different colors to shade countries of origin and resettlement and draw connection lines between countries and regions.

Use spreadsheet software to analyze data sets on migration patterns and refugees. Convert data tables into relevant charts and graphs. Incorporate the charts into a presentation.

Interview an immigrant or refugee. Questions can relate to the individual's homeland culture, factors that contributed to the migration, and experiences of living in a new country.

Research patterns of **legal** immigration to the United States, which is by far the most common type of immigration. Compare the numbers of legal and illegal immigrants. Discuss why there is more media attention on the issue of illegal immigration, even though it is less common.

Global Health Crises
Create a graphic organizer to summarize major urgent global health issues. Include the causes, impact, potential solutions and barriers to addressing the issue.

Use data sets to compare life expectancy (a common indicator of good health) among several countries and discuss possible explanations for the differences. Analyze the connection between per capita expenditures on healthcare and life expectancy.

Sample Assessments and Performance Tasks

Which statement accurately describes the difference between surface culture and internal culture?

Research a major world religion or cultural group in the world. Research should focus on aspects of internal culture and the impact of globalization on this particular group. Present research as a museum exhibit using poster boards and/or digital media, such as a slide deck or video.

Explain two push factors and two pull factors that lead to human migration.

Based on the data below, what conclusion can you draw about migration patterns and refugee settlements?

Research and develop a proposal to address a particular global health issue.

Instructional Resources

Overview of Culture (Khan Academy) - https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/v/overview-of-culture

Taking a Closer Look at Religions Around the World -
https://www.tolerance.org/classroom-resources/tolerance-lessons/taking-a-closer-look-at-religions-around-the-world

Global Era Issues - Migration - https://education.cfr.org/learn/migration

Recognizing the Undocumented - https://www.tolerance.org/classroom-resources/tolerance-lessons/recognizing-the-undocumented

Learning about Immigration with the New York Times - https://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times

Global Era Issues: Global Health - https://education.cfr.org/learn/global-health-0

Adopted Textbook Resources

Global Issues Alive! **(TCI)**

- Digital Student Textbook (access through CCS Classlink Launchpad)
  - Student Textbook: Lesson 6, World Religions; Lesson 7, Rights, Religion, and Identity; Lesson 8, Migration to the United States; Lesson 9, Urban Sprawl in North America; Lesson 10, Population Dilemmas in Europe; Lesson 11, China: The World's Most Populous Country; Lesson 12, Spatial Inequality in Mexico City

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 6, 7, 8, 9, 10, 11, 12
  - Interactive Notebook: Lessons 6, 7, 8, 9, 10, 11, 12
  - Preview: Lessons 6, 7, 8, 9, 10, 11, 12
  - Response Group: Lesson 6, Development, Key Beliefs, and Influence of Major World Religions; Lesson 10, Population Pyramids; Lesson 11, Demographers in China
  - Writing for Understanding: Lesson 12, Travel to Four Neighborhoods in Mexico City
  - Experiential Exercise: Lesson 9, Interest Group in a Policy Planning Activity
  - Social Studies Skill Builder: Lesson 8, Immigration Presentations
  - Problem-Solving Groupwork: Lesson 7, Multimedia Presentation on Human Rights, Religion, and Identity
  - Investigating Primary Sources: Lesson 7, International Response to Genocide
  - Assessments: Lessons 6, 7, 8, 9, 10, 11, 12

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - History and Social Science Skills Toolkit
  - Cooperative, Inclusive Classroom

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Unit 3. Political and Economic Issues

Unpacked Standards / Clear Learning Targets		
Global Issues Learning Target 2. Analyze the underlying causes, impact, and interconnections of global political and economic issues.	**Essential Understanding** Causes, effects, and interconnections of political and economic issues **Extended Understanding** Strategies and ongoing efforts to address political and economic issues in the world today	**Academic Vocabulary** political economic interconnections human rights foreign policy national security collective security terrorism international trade
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the underlying causes, impact, and interconnections of global political and economic issues. **Underpinning Knowledge Learning Targets:** − The student can describe the role of social movements in promoting human rights. − The student can describe the rights found in the United Nations' Universal Declaration of Human Rights − The student can summarize major global security challenges in the world today. **Underpinning Reasoning Learning Targets:** − The student can explain the causes, effects, and interconnections of human rights issues. − The student can explain the causes, effects, and interconnections of foreign policy decisions. − The student can explain the causes, effects, and interconnections of global trade. − The student can evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population. − The student can assess the role of human rights in cases from around the world, and consider whether human rights are being violated and who is responsible for protecting them. − The student can analyze the issues that frame the debate on U.S. foreign policy issues.	

Content Elaborations

Human Rights

Beliefs about civil and human rights vary across borders and cultures. Different beliefs regarding civil and human rights can be observed in different contemporary social systems and governmental systems. For example, in some social and governmental systems, women or other groups may be restricted from voting, owning property, attending educational institutions and participating in government.

The Universal Declaration of Human Rights, adopted by the United Nations General Assembly after World War II, outlines fundamental human rights that should be universally protected.

Genocide and ethnic cleansing are extreme examples of civil and human rights issues. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial, ethnic, or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or ultimately genocide. Genocide involves the systematic murder of a group of people based upon specific religious, national, racial or other cultural characteristics.

Foreign Policy

Foreign policy consists of the strategies and goals that guide a nation's relations with other countries and groups in the world. National security is a principal goal of foreign policy. National security is characterized by the activities nations engage in to ensure the security of their territories, political institutions, economies, and cultures. Maintaining security has political, social, and economic costs for all citizens.

Collective security refers to efforts to keep peace through an organization of countries, whose members pledge themselves to defend each other against attack.

Terrorism poses a majority threat to global security and challenges for foreign policy. At times, terrorism has been a weapon of the less powerful against the state. However, states have also used it as a weapon to intimidate populations and to attack political opponents.

International Trade and the Global Economy

When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption, and interdependence increase. Comparative advantage of regions and nations exists when they can produce goods or services at a lower opportunity cost than other individuals or nations. Specializing in the production of the good or service at a lower cost increases trade with others.

The 21st century is characterized by increased global trade and economic interdependence. In a global economy, economic activity crosses national and cultural borders, often resulting in new economic connections and increased interdependence. While some nations and peoples benefit greatly from participation in the international marketplace, other segments of the world's population may experience economic hardship.

The distribution of wealth and economic power shifts as a result of political and social changes, and developments in technology or productive resources.

Instructional Strategies

Human Rights

Use current news sources to track human rights issues throughout the world today. Create a graphic organizer to compare human rights issues, including the origins, impact, and global responses.

Use the Universal Declaration of Human Rights to have students evaluate their school's human rights climate using criteria. Use the questionnaire available from "Taking the Human Rights Temperature of Your School" from *Economic and Social Justice: A Human Rights Perspective* as a discussion guide.

Read the following quote from Dr. Martin Luther King, Jr.'s "Letter from a Birmingham Jail."

> Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

Discuss the following question: Although King refers to injustices within the United States, do you think this same principle applies globally? Why or Why not?

Conduct a class debate on the role of human rights considerations in U.S. foreign policy. Students can discuss four possible policy options: 1) lead the charge against human rights and hold human rights violators accountable; 2) increase efforts to work with the United Nations and international community to bring violators to justice; 3) speak out against human rights, but only take direct action when abuses threaten national security or U.S. interests; and 4) begin at home and make domestic human rights top priority.

Foreign Policy

Create a graphic organizer to summarize threats of terror throughout the world today. Include causes, effects, and global responses to terrorism.

Research a current American foreign policy issue (such as terrorism, nuclear weapons, Middle East conflicts, trade wars, etc). Create a blog, podcast, or documentary video that summarizes the issue and explains possible options for addressing the issue.

International Trade and the Global Economy

Use fictional production tables to illustrate the concept of comparative advantage and how it leads to specialization and trade.

Create a graphic organizer to show the positive and negative effects of increased global trade and trade barriers.

Assume the role of a lobbyist for an American company. Write a speech arguing for or against free trade.

Sample Assessments and Performance Tasks

Which rights below are included in the Universal Declaration of Human Rights? Select all the correct answers.

Define genocide and give an example of genocide in recent decades.

What action below is an example of collective security?

How did the United States respond to the terrorist attacks on September 11, 2001?

Look at the production graph below. Which nation has a comparative advantage in production of wheat? What nation has a comparative advantage in the production of corn? Explain why these comparative advantages would lead to trade.

Prepare and present a position statement on trade barriers from the perspective of one of four groups: domestic consumers, domestic producers, foreign consumers, and foreign producers.

Instructional Resources

Universal Declaration of Human Rights - https://www.un.org/en/about-us/universal-declaration-of-human-rights

Global Era Issues: Terrorism - https://education.cfr.org/learn/terrorism

Global Era Issues: Nuclear Proliferation - https://education.cfr.org/learn/nuclear-proliferation

Global Era Issues: Trade - https://education.cfr.org/learn/economics-0

International Monetary Fund - https://www.imf.org/external/index.htm

The World Bank - https://www.worldbank.org/

Is Fair Trade Fair? (C3 Teachers) - http://www.c3teachers.org/inquiries/fair-trade/

Adopted Textbook Resources

Global Issues Alive! **(TCI)**

- Digital Student Textbook (access through [CCS Classlink Launchpad](#))
  - Student Textbook: Lesson 13, Movements Toward Independence and Democracy; Lesson 14, The New Geopolitics; Lesson 15, Creating American Foreign Policy; Lesson 16, Policy Inquiry: Addressing Foreign Policy; Lesson 17, U.S. Foreign Policy in a Global Age; Lesson 18, Supranational Cooperation in the European Union; Lesson 19, The United States and the Global Economy; Lesson 20, Micro-entrepreneurs: Women's Role in the Development of Africa

- Digital Teacher Resources (access through [CCS Classlink Launchpad](#))
  - Lesson Guide: Lessons 13, 14, 15, 16, 17, 18, 19, 20
  - Interactive Notebook: Lessons 13, 14, 15, 16, 17, 18, 19, 20
  - Preview: Lessons 13, 14, 15, 16, 17, 18, 19, 20
  - Writing for Understanding: Lesson 20, Micro-entrepreneurs in Africa
  - Experiential Exercise: Lesson 18, Travel to Europe; Lesson 19, Importers and Exporter
  - Social Studies Skill Builder: Lesson 13, Graphing Political and Economic Data
  - Processing: Lesson 13, Research a Country that Has Recently Achieved Independence; Lesson 14, Reporter at Ground Zero; Lesson 15, Analyze U.S. Foreign Policy; Lesson 17, Trophies for Best and Worst Foreign Policy Performances
  - Problem-Solving Groupwork: Lesson 14, Multimedia Presentation on Global Impact of 9/11
  - Response Group: Lesson 15, National Security Council; Lesson 17, Debating U.S. Foreign Policy Choices
  - Assessments: Lessons 13, 14, 15, 16, 17, 18, 19, 20

- Digital TCI Program Support (access through [CCS Classlink Launchpad](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - History and Social Science Skills Toolkit
  - Cooperative, Inclusive Classroom

Unit 4. Technological and Environmental Issues

Unpacked Standards / Clear Learning Targets		
Global Issues Learning Target 3. Analyze the underlying causes, impact, and interconnections of global technological and environmental issues.	**Essential Understanding** Causes, effects, and interconnections of technological and environmental issues **Extended Understanding** Strategies and ongoing efforts to address technological and environmental issues in the world today	**Academic Vocabulary** technological environmental sustainability
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the underlying causes, impact, and interconnections of global technological and environmental issues. **Underpinning Knowledge Learning Targets:** − The student can define and discuss sustainability and its three key components: the economy, the environment, and society. − The student can summarize major technological advancements in communications, transportation, and medicine. **Underpinning Reasoning Learning Targets:** − The student can explain the causes, effects, and interconnections of technological advancements. − The student can explain the causes, effects, and interconnections of environmental issues. − The student can analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals and the media to share or acquire information. − The student can analyze the impact of a selected human activity today and in the future, including intended and unintended consequences. − The student can discuss, create, and implement ways to reduce ecological footprints.	

Content Elaborations

Technology and Globalization

The development and use of technology influences economic, political, ethical, and social issues. Technological advances often have profound influence on the life of individuals and societies, both positive and negative. Advances in technology can influence already existing economic, political, ethical and social issues, such as: outsourcing, terrorism, capital punishment, and social stratification.

Advances in technology can also create new economic, political, ethical and social issues, such as: internet commerce, online political activity, medical technologies, social networking, and automation.

Advances in communications technology (including social media and the 24-hour news cycle) have impacted the sharing of information across national and cultural borders. Communication can be almost instantaneous, in some cases requiring split-second decision making. The expansion of news sources and delivery methods permits people to have access to perspectives from other nations. The variety of communication modes now available affords new opportunities for international cooperation and conflict.

As technologies are researched and tested, people must weigh the cost of development against the potential benefits of a new technology. Costs could be more than just financial and may include environmental or ethical consequences. Similarly, benefits of technological advancement include consequences beyond finances. The advancement of any technology involves trade-offs between multiple costs and benefits. For example, the decision to invest in research on new medical practices must take into account both the potential societal benefits of the research and the potential physical, moral and ethical hazards.

Advancements in technology result in both intended and unintended consequences. As decisions are made to develop and utilize new technologies, some of the potential consequences can be anticipated and considered in the decision-making process. However, there are typically going to be unforeseen or unintended consequences that result from technological change.

Environment and Sustainability

All human activities have intended and unintended consequences for ecological, social and economic systems. Individuals and societies make decisions every day that result in consequences that may impact physical and human environments today and in the future.

Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. Sustainability issues involve a balance between economic, social, and environmental needs, such as: agricultural practices, scarcity of natural resources, energy use, and population growth.

International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national, and international levels.

Instructional Strategies

Technology and Globalization

Use current news sources to identify and analyze technology-related issues, such as cybersecurity, privacy, hacking, the proliferation of fake news. Assume the role of CEO of a social media company. What actions will you take to address these kinds of issues?

Create a two-column chart to show positive and negative effects of new communication technology and social media.

Invite an IT professional to speak to the class about new developments in technology and cybersecurity.

Have students interview adults who grew up without personal computers, cell phones, the Internet or other 21st century technology. Ask them to discuss how their home and work life have been transformed by new technology in recent decades.

Environment and Sustainability

Use a three Venn diagram to show the intersection of economic, social, and economic domains of sustainability. Discuss examples of sustainable practices in fashion/clothing, food production, and transportation.

Research energy impacts and sustainable energy solutions, write a resolution addressing energy use, and present resolutions at a class summit.

Have students identify the components of an Ecological Footprint by creating a web diagram of all the resources they use in their everyday lives and the mark or "footprint" this consumption leaves on the environment.

Use data sets (tables, graphs) to analyze world population growth and the increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species and the rapid decline of rainforests.

Create a chart/graphic organizer to summarize and compare government conferences on environmental and sustainability issues (1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).

Conduct research and create a public service announcement (audio or video) to promote the work of a citizen organization working on environmental and sustainability issues (Greenpeace, Sierra club, World Wildlife Fund, Ocean Conservancy).

Sample Assessments and Performance Tasks

Which choices below show negative consequences of advances in communication technology? Select all the correct answers.

Explain two benefits of increased communication technology in the 21st century.

Explain one cause and one effect of increased greenhouse emissions.

Which choices below are citizen organizations working for environmental and sustainability issues? Select all the correct answers.

How have governments addressed sustainability issues in recent decades?

Instructional Resources

Is the Internet Good for Democracy? (C3 Teachers) - http://www.c3teachers.org/inquiries/internet/

United Nations: Climate Change - https://www.un.org/en/climatechange

Global Era Issues - Climate & Energy - https://education.cfr.org/learn/climate-energy-0

How Can Humans Address Their Negative Impact on the Environment? (C3 Teachers) - http://www.c3teachers.org/inquiries/human-environment-interaction/

Sustainability: What is it? - https://youmatter.world/en/definition/definitions-sustainability-definition-examples-principles/

Adopted Textbook Resources

Global Issues Alive! (TCI)

- Digital Student Textbook (access through [CCS Classlink Launchpad](#))
  - Student Textbook: Lesson 21, Oil in Southwest Asia; Lesson 22, Consumption Patterns in the U.S. Lesson 23, Invisible Borders: Transboundary Pollution in Europe; Lesson 24, The Aral Sea: Central Asia's Shrinking Water Source; Lesson 25, Land Use Conflict in the Amazon Rainforest; Lesson 26, Antarctica: Research Climate Change

- Digital Teacher Resources (access through [CCS Classlink Launchpad](#))
  - Lesson Guide: Lessons 21, 22, 23, 24, 25, 26
  - Interactive Notebook: Lessons 21, 22, 23, 24, 25, 26
  - Preview: Lessons 21, 22, 23, 24, 25, 26
  - Response Group: Lesson 21, Geographic Data on Oil in Southwest Asia; Lesson 22, Cartograms of Global Consumption Patterns; Lesson 25, News Reports on Amazon Rainforest
  - Visual Discovery: Lesson 23, Pollution in Europe
  - Writing for Understanding: Lesson 26, Global Warming in Antarctica
  - Problem-Solving Groupwork: Lesson 24, Documentaries on the Aral Sea
  - Assessments: Lessons 21, 22, 23, 24, 25, 26

- Digital TCI Program Support (access through [CCS Classlink Launchpad](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - History and Social Science Skills Toolkit
  - Cooperative, Inclusive Classroom