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| <p><u>COURSE: WORLD ISSUES SEMINAR</u></p> <p><u>UNITS OF CREDIT:</u> One Semester (Elective)</p> <p><u>PREREQUISITES:</u> None</p> <p><u>GRADE LEVELS:</u> 11, and 12</p> | <p><u>COURSE OVERVIEW:</u></p> <p>Through exploration of current issues students will increase their understanding of contemporary affairs. In an increasingly global and complex world it becomes imperative that citizens are informed about the causes and consequences of world events. The course stresses the responsibility of students to fellow humans and the environment in our interdependent world. The teaching methods could include journal writing, papers, simulations, oral presentations, research, group activities, book critiques, and multimedia projects.</p> <p>Throughout the course, students will examine current events on a daily basis and investigate issues as they develop. Teachers and students should examine regional social histories, cultures, political concepts, economies, and environmental studies for background. A study of historical variables will provide the necessary background for current international topics. Students will apply historical knowledge to address and learn modern current issues.</p> <p>Terrorism continues to affect local, national, and global politics. Students should evaluate historical terrorist activity compared to modern terrorism. There should be an examination of state-sponsored, ethnic, religious, and nationalist terrorism.</p> <p>In an increasingly global world, health issues have an impact across borders. Students will evaluate health concerns and population issues affect development and security. Students will examine the impact of poverty on health issues on the world's populations. Environmental destruction can cause political and economic dislocation. There should be an evaluation of the conflict between development and environmental protection.</p> <p>Throughout the course, students should evaluate world issues in the context of globalization. Students will examine the global economy and its effect on indigenous people, environments, human rights, trade agreements and multinational corporations.</p> <p>Weapons proliferation continues to be a problem in the world and should be examined. Problems include: landmines, small arms, biological, chemical and nuclear weapons.</p> <p>Teachers are encouraged to be flexible in their approach to this class. It is important for teachers to remain current and relevant as they apply the themes outlined in this course to issues that develop over the course of the semester.</p> |
| <p><u>NCSS THEMES</u></p> <ul style="list-style-type: none"> • Culture • Time, Continuity, and Change • People, Places and Environments • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance • Production, Distribution, and Consumption • Science, Technology, Society • Global Connections • Civic Ideals and Practices | <p><u>OPI MONTANA STANDARDS</u></p> <ol style="list-style-type: none"> 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. 2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility. 3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). 4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. 5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption. 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. |

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

WRITING

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.3 (See note; not applicable as a separate requirement)

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

| IEFA: ESSENTIAL UNDERSTANDINGS | HIGH SCHOOL: FOCUS AREAS (GLOBAL) |
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| <p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p> | <ul style="list-style-type: none"> ● Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> ○ Cultural Preservation and revitalization ○ Bilingualism ○ Multiculturalism ○ Assimilation ○ Loss of diversity ○ Cultural homogenization ○ Marginalization ○ Linguistic rights ○ Civil rights ○ Human rights ○ Colonization ○ Nationalism ○ Globalization ● Indigenous perspectives on local/global problems <ul style="list-style-type: none"> ○ Climate change ○ Sustainable development ○ Global public health |
| <p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p> | <ul style="list-style-type: none"> ● Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> ○ Identity development (personal experience). ○ Change (individually and collectively; over one’s life time and over the past decades). ● Indigenous Identity in the multicultural U.S. society and the globalizing world. ● Individual identity vs. collective Tribal Nation identity. <ul style="list-style-type: none"> ○ Contexts ○ Functions |
| <p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p> | <ul style="list-style-type: none"> ● Ideologies of Native traditional beliefs and spirituality in the modern day life. <ul style="list-style-type: none"> ○ Complementarities ○ Clashes ● Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> ○ Native science ○ Indigenous perspectives on ecology and environment |

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| <p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. | <ul style="list-style-type: none"> • Reservation as a product of settler colonialism and imperialism. • Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world. • Issues of Indigenous land rights in local and global contexts. |
| <p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present | <ul style="list-style-type: none"> • Impacts and implications of inconsistent U.S. federal policies on Indigenous populations • U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations • Local and global examples of assimilation policies • “Self-determination” movements around the world |
| <p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p> | <ul style="list-style-type: none"> • History from the point of view of Indigenous people and the concepts of: <ul style="list-style-type: none"> ○ Power ○ Discrimination and racism ○ Free and democratic society ○ Conflict • Indigenous voices in the global context: <ul style="list-style-type: none"> ○ Multicultural education ○ Social justice ○ Place-based knowledge ○ Politics ○ Participatory approach to development |

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| <p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p> | <ul style="list-style-type: none"> • Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> ○ Montana ○ U.S. ○ Countries with Indigenous populations • UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> ○ Implications for local tribes ○ Implications for Indigenous peoples around the world ○ Legal implications locally and nationally |
| ESSENTIAL QUESTIONS – WORLD ISSUES SEMINAR | |
| <ul style="list-style-type: none"> • Why should Americans be concerned with issues or events in other parts of the world? | |
| TOPICS AND KEY CONCEPTS – WORLD ISSUES SEMINAR | |
| <p>TOPICS</p> <ul style="list-style-type: none"> • Media Analysis | <p>KEY CONCEPTS</p> <ul style="list-style-type: none"> • Examination of the role of media in acquiring information. • Understanding and recognition of bias in media. • Assessment of creditability. • Technologies influence on media and media acquisition. • Evaluation of media sources and methods. |
| <ul style="list-style-type: none"> • Global Government Institutions | <ul style="list-style-type: none"> • Defining, understanding and examining the components of nation states and identifying and differentiating between nation states from around the globe. • Understanding of different government and economic systems including parliamentary system, authoritarian states, dictatorships, communist states, capitalism and republic-democracies. • Government's use of military and non-military tools. • Identification of current leaders and their political philosophies and practices. |
| <ul style="list-style-type: none"> • Non-Governmental Organizations and International Institutions | <ul style="list-style-type: none"> • Identification and examination of a variety of NGOs and International Institutions including the UN and their mission statements. • Evaluation of the roles and relationships of NGOs and International Institutions to global politics and nation states. • Examination of the role of corporations and international businesses on global politics and business. |

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| TOPICS <ul style="list-style-type: none">• Identification and Discussion of Contemporary Topics | KEY CONCEPTS <ul style="list-style-type: none">• Identification and evaluation of a variety of potential topics and issues that may be components of current world issues, including, but not limited to: poverty, human rights, war and conflict, globalization, terrorism, environmental issues, proliferation of weapons of mass destruction, colonialism and contemporary imperialism, nationalism and health related topics.• Working knowledge based upon historical development, the effects on local, national and global politics historically and at the present and how this topic influences current issues and developments around the world. |
| Throughout the course students will be evaluating current issues and regional hotspots that are in the media. | |