

Unit Title: Globalization: Promise or Peril?

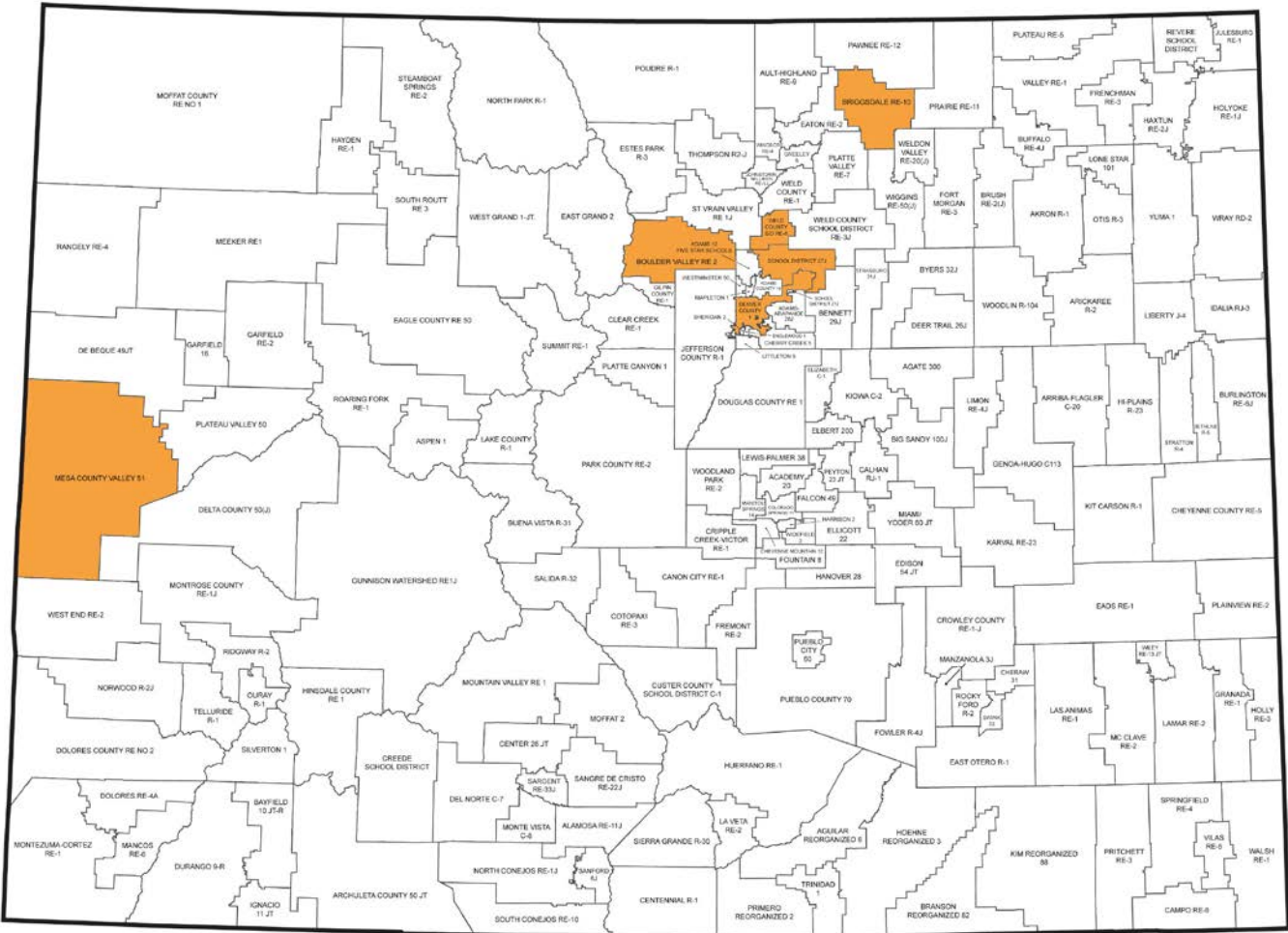
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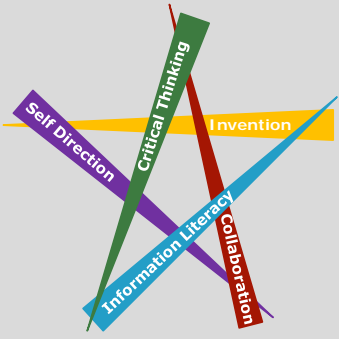
Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	High School
Course Name/Course Code	Geography		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1	
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	• Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	• Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Reading & Writing Standards for Literacy
in History/Social Studies 6 - 12**

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Globalization: Promise or Peril?	5 - 6 weeks	4

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Unit Title	Globalization: Promise or Peril?		Length of Unit	4 - 5 weeks	
Focusing Lens(es)	Relationships/Interdependence	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.3	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.RH.9-10.2 CCSS.RH.9-10.3 CCSS.RH.9-10.7 CCSS.RH.9-10.9	<u>Grades 11-12</u> CCSS.RH.11-12.2 CCSS.RH.11-12.3 CCSS.RH.11-12.7 CCSS.RH.11-12.9	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.WHST.9-10.4 CCSS.WHST.9-10.6 CCSS.WHST.9-10.10	<u>Grades 11-12</u> CCSS.WHST.11-12.4 CCSS.WHST.11-12.6 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • Why do some people oppose globalization, and why are some people in favor of it? (SS09-GR.HS-S.2-GLE.3-EO.b; RA.1) • How can Americans be conscientious consumers in a global world? • Is globalization a path to a brighter future? • Why do countries view global issues from different perspectives (SS09-GR.HS-S.4-GLE.3-IQ.1) 				
Unit Strands	History, Geography, Economics, Civics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Globalization, interdependence/interconnectedness, conflict and cooperation, geographic tools, unity and diversity, policy, consumer, population, international alliances, distribution of resources				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a)
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?

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<p>International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization (SS09-GR.HS-S.2-GLE.3-EO.b)</p>	<p>How are consumers more connected to the world, due to globalization? What are three specific things that we can do to maximize the potential of globalization while minimizing its harmful effects?</p>	<p>How does increasing globalization influence the interaction of people on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.1) How does globalization impact our lives today and in the future?</p>
<p>Globalization and an increasingly interdependent world provides myriad opportunities for both conflict and cooperation among nations (SS09-GR.HS-S.2-GLE.3-EO.d)</p>	<p>How does the uneven distribution of resources impact the United States’ relationship with Saudi Arabia? (SS09-GR.HS-S.2-GLE.3-EO.a) How does the uneven distribution of resources impact the United States’ relationship with Egypt?</p>	<p>How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.2)</p>
<p>Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations (SS09-GR.HS-S.1-GLE.2-EO.d)</p>	<p>How has the culture of China changed through increased interaction with the world?</p>	<p>How is a nation’s unity challenged by globalization?</p>
<p>Economic, political and cultural interconnections between nations result from the processes of globalization (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3)</p>	<p>How has globalization impacted the United States’ Gross National Product?</p>	<p>What are the economic effects of globalization? (SS09-GR.HS-S.2-GLE.1-EO.b,d) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3)</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> National identity is transformed through globalization Globalization as the process of increased interconnectedness among countries in the areas of economics, politics, and culture The world is geographically interconnected, affecting daily life in ways such as the spread of disease, global impact of modern technology, and the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-RA.1) Countries and organizations collaborate to address global issues (e.g., the UN and emergency aid) to manage national and international need and alliances 	<ul style="list-style-type: none"> Gather data, interpret, and draw conclusions maps, graphs, tables, and charts (SS09-GR.HS-S.2-GLE.1-EO.a) Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d) Describe and analyze patterns of globalization Compare and contrast responses to globalization Predict future patterns of international alliances

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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Globalization transforms national identity and international relationships.</i></p>
<p>Academic Vocabulary:</p>	<p>Patterns, relationships, unity and diversity, international, interdependence/interconnectedness, global, technology, culture, policy, conflict and cooperation, globalization</p>
<p>Technical Vocabulary:</p>	<p>Geographic tools, national identity, international alliances, trade, goods, services, physical environment, cultural diffusion, consumer, Gross National Product (GNP), cartographer, distribution of resources</p>

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Unit Description:	This unit focuses on the many facets of globalization. Students explore the concept of globalization and then examine the political, economic, cultural and environmental impacts of our increasingly interdependent world. Students then look at ways globalization impacts the distribution, access to and availability of resources. Students also examine how globalization and issues caused by increasing populations and decreasing resource availability leads to the potential for both cooperation and conflict. This unit culminates with a presentation to the President of the United States recommending if and/or how the United States should intervene in an international conflict.
Considerations:	Through the study of a multitude of global issues, students may explore regional relationships, global environmental issues, trade, population, migration, resource scarcity, and/or global interdependence.
Unit Generalizations	
Key Generalization:	Economic, political and cultural interconnections between nations result from the processes of globalization
Supporting Generalizations:	International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization
	Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations
	Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Economic, political and cultural interconnections between nations result from the processes of globalization
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Global conflicts tend to arise from the increasing interdependency among nations for both natural and human resources. The President wants to create a new “Global Advisory Council” that will be advising the President on how the United States should respond to global conflicts (economic, political, or cultural). Your company has been asked to put together a team of specialists (ie; economist, anthropologist, civic leader, geographer, environmental scientist) who will develop a proposal for the “best” way for the United States to respond to the impending conflict. Your evidence-based proposal should include maps, comparative data charts, and graphs. Your recommendation should focus on the geo-political, economic, and environmental consequences of the United States’ response. To prepare, you will need to investigate the economic, political and cultural effects of the global conflict on the countries involved.
Product/Evidence: (Expected product from students)	Team presentations should include comparative data analysis, geospatial representations, evidence based oral and written arguments http://www.crisisgroup.org/en/regions/op-eds/2016/guehenno-10-conflicts-to-watch-in-2016.aspx (Article: The 10 Conflicts to Watch in 2016) http://www.cfr.org/global/global-conflict-tracker/p32137#!/p32137 (Interactive map of global conflict status’)
Differentiation: (Multiple modes for student expression)	Individual members of each team may be assigned a specific role based (e.g., economist, anthropologist, civic leader, geographer, environmental scientist)

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Dorling, D. (2013). <i>Population 10 Billion</i>. Lexile: Ages 17 and Up</p> <p>Forman, G. (2006). <i>You Can't Get There From Here</i>. Lexile: N/A</p> <p>Koser, K. (2007). <i>International Immigration: A Very Short Story</i>. Lexile: Ages 18 & Up</p> <p>Nazario, S. (2006). <i>Enrique's Journey</i>. Lexile: 830</p>	<p>Dasgupta, R. (2005). <i>Tokyo Cancelled</i>. Lexile: 18 & up</p> <p>Liu, C. (2009). <i>The Great Wall of China (students across the seven seas)</i>. Lexile: 730</p> <p>Seuss, T. (1971). <i>The Lorax</i>. Lexile: 560</p> <p>Smith, E. (2012). <i>Globalization, utopia and postcolonial science fiction</i>. Lexile: 18 & up</p> <p>Wong, K. W., Westphal, G, & Chan, A. K. (2005). <i>World weavers: Globalization, science fiction, and the cybernetic revolution</i>. Lexile: Ages 18 & up</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a researcher by gathering, compiling, and analyzing information from multiple sources	Teacher Resources:	http://www.edweek.org/ew/articles/2013/05/22/32el-studentresearch.h32.html (Article: Teaching Students Better Online Research Skills) http://www.scholastic.com/teachers/article/6-online-research-skills-your-students-need (Article: The 6 Online Research Skills Your Students Need)
			Student Resources:	http://netforbeginners.about.com/od/navigatingthenet/tp/How-to-Properly-Research-Online.htm (Article: How Proper Online Research Works)
	Skills:	Read and analyze information from primary and secondary sources, graph, charts, maps, and other geographic tools	Assessment:	Students will gather and compile information throughout the unit for the performance assessment.
2.	Description:	Work/think like a geographer: Mapping, charting, and graphing human interactions (cooperation and conflict) related to the physical environment	Teacher Resources:	https://www.teachervision.com/skill-builder/graphs-and-charts/48946.html (Article: Analyzing data)
			Student Resources:	http://www.cfr.org/global/global-conflict-tracker/p32137#!/p32137 (Interactive map of global conflict status')
	Skills:	Locate social, political, and cultural spaces/boundaries that illuminate national international cooperation/conflict and the results of shifting priorities, values and beliefs	Assessment:	Students will create a personal data journal where they record daily reflections after analyzing maps, charts, data and graphs.

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3.	Description:	Think/work like an environmentalist by engaging in conservation practices	Teacher Resources:	http://www.loc.gov/teachers/classroommaterials/connections/conservation/ (The Evolution of the Conservation Movement, 1850-1920) http://tinyurl.com/z3zuner (Lesson plan: How Do We Balance Environmental Conservation with Human Needs?) http://www.globalization101.org/globalization-and-the-environment/ (Article: Globalization and the Environment)
	Skills:	Analyze the environmental consequences of globalization	Student Resources:	http://www.nature.org/greenliving/gogreen/everydayenvironmentalist/ (Article: The Everyday Environmentalist) http://www.explainthatstuff.com/introduction-to-environmentalism.html (Article: Environmentalism)
			Assessment:	Students will create a picture collage displaying a variety of environmental consequences of globalization.

Prior Knowledge and Experiences
The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.

Learning Experience # 1	
The teacher may provide primary and secondary sources (e.g., pony express, telegraph, telephone lines, Facebook, online chat) revealing the changes in technology (e.g., communication, medical, transportation) so that students can examine how technology has changed and accelerated global interdependence.	
Generalization Connection(s):	Economic, political and cultural interconnections between nations result from the processes of globalization
Teacher Resources:	http://inventors.about.com/library/inventors/bl_history_of_communication.htm (Timeline of communication technologies) http://www.census.gov/population/international/data/idb/informationGateway.php (International database of country populations across time) http://tinyurl.com/zuykmbv (Article: The Effects of the Internet and Globalization on Popular Culture and Interpersonal Communication) http://tinyurl.com/gt46v96 (Images of communication technology – Alexander Graham Bell)
Student Resources:	http://inventors.about.com/library/inventors/bl_history_of_communication.htm (Timeline of communication technologies) http://www.history.com/this-day-in-history/railroads-create-the-first-time-zones (Article: History of Time Zones) http://www.greenwichmeantime.com/info/time-zones-history.htm (Article: This History of Time Zones)

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	http://tinyurl.com/zuykmbv (Article: The Effects of the Internet and Globalization on Popular Culture and Interpersonal Communication)	
Assessment:	Students will contribute to a class-developed annotated timeline of communication technology innovations and their impact on the acceleration of globalization. Quick write exit ticket: How has technology accelerated global interdependence?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided specific data to put on the timeline, supported vocabulary, pre-chosen images Students may use assisted voice to text technologies	Students may share timeline knowledge through an oral presentation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bbc.com/future/tags/communication (Article: Future of communication technologies) http://www.timeanddate.com/time/internettime.html (Article: New internet time calculation)	Students may predict future communication technologies and incorporate into the timeline
Critical Content:	<ul style="list-style-type: none"> • The importance of communication technology in connecting the world • How globalization affects population growth, migration, and the exchange of ideas • The exponential growth of the world population and its strain on world resources (Food, Water, Energy) • The growth of communication technologies overtime 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate data over time • Analyze population pyramids and growth 	
Critical Language:	Globalization, movement, migration, push/pull factors, demographic transition model, exponential growth, communication technology, time space compression	

Learning Experience # 2		
The teacher may provide maps, economic data, and population data so that students can explain how the escalating pace of globalization has led to an increased interdependency among nations for resources, goods, and services.		
Generalization Connection(s):	International inter-dependence for both human and natural resources increases exponentially with the escalating pace of globalization Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations	
Teacher Resources:	https://www.youtube.com/watch?v=dldHalRY-hY (Video: 42 Amazing maps) https://www.youtube.com/watch?v=3oTLyPPrZE4 (Video: What is globalization?) https://hbr.org/1983/05/the-globalization-of-markets (Article: The Globalization of Markets)	

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	https://www.canva.com/create/infographics/ (Create infographs, log-in needed; free)	
Student Resources:	https://www.youtube.com/watch?v=dldHaIRY-hY (Video: 42 Amazing maps) https://www.youtube.com/watch?v=5SnR-e0S6lc (Video: Globalization I: The Upside) https://www.youtube.com/watch?v=s_iwrt7D5OA (Video: Globalization II: Good or Bad?) http://footprint.wwf.org.uk/ (Global Footprint Calculator) https://www.canva.com/create/infographics/ (Create infographs, log-in needed; free)	
Assessment:	Students will create an infographic that displays the global connections and consumption levels of a common good or service.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a teacher made data set for the infographic	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The interdependent nature of relationships across the globe due to the varying wants and needs of developed and developing countries • The worldwide integration of previously distinct cultures and economies and the consequent exchange of products and ideas • In a globalized world, many students will enter jobs that will require knowledge and understanding of other cultures • The economic relationships among/between nations (IMF, WTO, OECD, G-20) • The political relations among/between nations NAFTA, European Union • The cultural connections among/between nations (OIC, UNICEF) • The potential problems with outsourcing jobs 	
Key Skills:	<ul style="list-style-type: none"> • Define globalization • Create an infographic • Analyze charts and graphs 	
Critical Language:	Globalization, interdependence, resources (human, natural, productive), human capital, infographic, international trade, multinational corporations, outsourcing, culture, product, commodity, goods, services	

Learning Experience # 3	
The teacher may provide resources and data (e.g., GDP, labor force percentages, natural resource maps, population density maps) so that students can begin to explain how an increase in population can lead to a scarcity of resources around the world.	
Generalization Connection(s):	International inter-dependence for both human and natural resources increases exponentially with the escalating pace of globalization

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	Economic, political and cultural interconnections between nations result from the processes of globalization	
Teacher Resources:	http://www.fte.org/teacher-resources/lesson-plans/rslessons/trade-offs-and-opportunity-cost/ (Lesson plan: Trade-offs and opportunity cost) http://www.choices.edu/resources/twtn_waterwars_lesson_1.php (Lesson Plan: Water Wars) https://www.cia.gov/library/publications/resources/the-world-factbook/ (The CIA World Factbook) https://philebersole.wordpress.com/2012/03/23/the-worlds-resources-whos-got-what/ (The World’s Natural Resources Maps & charts) http://tinyurl.com/mufdwk2 (2014 World population data sheet) http://www.gapminder.org (Examining demographic information by country) https://www.youtube.com/watch?v=jbkSRLYSojo (Video: 200 countries in 200 years of population growth) http://www.census.gov/population/international/data/idb/informationGateway.php (International database of country populations across time)	
Student Resources:	https://www.cia.gov/library/publications/resources/the-world-factbook/ (The CIA World Factbook) https://philebersole.wordpress.com/2012/03/23/the-worlds-resources-whos-got-what/ (The World’s Natural Resources Maps & charts) http://tinyurl.com/mufdwk2 (2014 World population data sheet) http://www.worldlifeexpectancy.com/world-population-pyramid (World Population Pyramid, can also be researched by country) http://tinyurl.com/35ux655 (Lecture: 200 Years the Changed the World – Global Development from the Industrial Revolution until Today) http://www.waterworld.com/articles/wwi/print/volume-17/issue-5/features/sustainable-solutions-to-water-scarcity.html (Article on water shortage) https://www.youtube.com/watch?v=3ez10ADR_gM (Video: Crash course in economics)	
Assessment:	Students will debate the feasibility of different solutions for access to scarce resources (e.g., fresh water and/or water shortages, land, food).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with partners Students may use scripted sentence stems and notes during debate	Students may present their positions orally or in poster format
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work alone to research	Students may write an essay on their best solution to water shortage or water access
Critical Content:	<ul style="list-style-type: none"> ● Scarcity is the condition of not being able to have all of the goods and services one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources ● The evaluation of choices and opportunity costs is subjective; such evaluations differ across individuals and societies ● Different methods can be used to allocate goods and services. People, acting individually or collectively through government, 	

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	<p>must choose which methods to use to allocate different kinds of goods and services</p> <ul style="list-style-type: none"> • The scarcity of productive resources (human, capital, technological, and natural) requires the development of economic and political systems to make decisions about how goods and services are to be produced and distributed
Key Skills:	<ul style="list-style-type: none"> • Analyze the needs of various nations • Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method • Analyze the feasibility of proposed policies
Critical Language:	Scarcity, demand, population density, wants, needs, opportunity cost, marginal cost, goods, services, scarcity, consumption, opportunity cost

Learning Experience # 4		
The teacher may provide migration maps and population data so that students can explain how the movement of populations changes the distribution of human resources and the necessity for and access to natural resources.		
Generalization Connection(s):	Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations	
Teacher Resources:	http://data.worldbank.org/indicator/SM.POP.NETM?page=1 (World Bank Net Migration by country through time) http://www.differencebetween.net/miscellaneous/politics/difference-between-developed-and-developing-countries/ (Defines Underdeveloped Countries) http://data.worldbank.org/region/LDC (Least Developed Countries - LDC) https://school.bighistoryproject.com/media/khan/Worksheet_2014_CU6-3_HumanMigrationPatterns_Teacher.pdf (Human Migration Activity) http://www.worldlifeexpectancy.com/world-population-pyramid (World Population Pyramid, can also be researched by country)	
Student Resources:	http://data.worldbank.org/indicator/SM.POP.NETM?page=1 (World Bank Net Migration by country through time) http://www.smithsonianmag.com/history/the-great-human-migration-13561/?no-ist (Tracking Human Migration) http://science.howstuffworks.com/life/evolution/human-migration3.htm (How Human Migration works)	
Assessment:	Students will select either an MDC or LDC to analyze the relationship between the country's population growth and import/export trends. Students will write a summary of the patterns and relationships they discovered. Students will share out their summary with a student who has chosen a country of different development level.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided the data for an MDC and LDC	Students may compare and contrast the data for differences in population goods and services needs

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may predict the demand for imports of each country in the next 50 years
Critical Content:	<ul style="list-style-type: none"> • The population trends of MDCs and LDCs over time and their relationship to a country's' imports and exports • The unequal distribution of human and natural resources MDCs and LDCs • The changing nature of global migration patterns of MDCs and LDCs due to the unequal distribution of human and natural resources 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast an MDC (More Developed Country) to an LDC (Less Developed Country) for their "net in" and "net out" migration and population growth in the next 25 & 50 years • Compare and contrast countries imports and exports • Analyze charts and graphs • Evaluate historical data 	
Critical Language:	Net migration, net-in/net-out, imports, exports, More Developed Country (MDC), Less Developed Country (LDC), Human Development Index (HDI)	

Learning Experience # 5	
The teacher may provide documents, maps, and data (e.g., international trade agreements, resource maps, GDP data) so that students can draw conclusions about the need for cooperative relationships with other nations as they work to achieve a balance of access to and availability of resources.	
Generalization Connection(s):	International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization Economic, political and cultural interconnections between nations result from the processes of globalization
Teacher Resources:	http://kidsvid.4teachersorg/nav_pages/teaching..shtml (Guide for Video Production) http://www.worldmapper.limited/ (The World Mapper) https://www.youtube.com/watch?v=Kl4ugXLFn1s (unequal distribution) http://www.teachunicef.org/teaching-materials/topic/global-citizenship (Lesson plans: Global Citizenship) https://www.icivics.org/curriculum/international-affairs (iCivics units on international affairs) http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (Lesson plans for creating a public service announcement)
Student Resources:	http://www.worldmapper.org/textindex/text_resources.html (World Mapper - Resources) http://geography.about.com/od/urbaneconomicgeography/a/Resource-Distribution-And-Its-Consequences.htm (Article: Resource distribution and its Consequences) https://www.youtube.com/watch?v=Kl4ugXLFn1s (Video: If the World Were a Village of 100 People)

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	http://www.centerdigtaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (How to create a public service announcement)	
Assessment:	Students will create an Public Service Announcement (PSA) illustrating the need to balance access to and availability of resources between/among nations	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://programming.mrmclaughlin.com/storyboardtemplate/ (Storyboard template for PSA) Students may work with a partner	Students may create a storyboard to plan their PSA
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> ● The importance of global resource distribution and how the inequity creates need for global interdependence ● International Trade Agreements as examples of attempts to balance access to and availability of resources among nations ● Feeding the world’s population is a balancing act for nations, but an international issue ● Unequal distribution is an economic decision ● Balancing access to and distribution of water, food and energy is challenged by population growth and movement 	
Key Skills:	<ul style="list-style-type: none"> ● Plan and developing a Public Service Announcement ● Collaborate with a group 	
Critical Language:	International trade, exports, imports, social stratification, treaty, cooperation, interdependence, balance of resources	

Learning Experience # 6	
The teacher may provide video clips, images, news stories etc. (e.g. Olympics/World Cup, World Health Organization, UNESCO, international parks, disaster relief, Antarctic Arctic research) so that students can investigate examples of cultural cooperation among nations.	
Generalization Connection(s):	Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations
Teacher Resources:	http://www.teachunicef.org/teaching-materials/topic/global-citizenship (Lesson plans: Global Citizenship) https://www.icivics.org/curriculum/international-affairs (iCivics units on international affairs) https://www.cites.org/eng/disc/what.php (Convention on International Trade and Endangered Species of Wild Fauna and Flora) http://www.epa.gov/ozone/intpol/ (Montreal Protocol)

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	http://unfccc.int/kyoto_protocol/items/2830.php (Kyoto Protocol) http://unfccc.int/meetings/paris_nov_2015/meeting/8926/php/view/decisions.php (Updated Kyoto Protocol information)	
Student Resources:	http://examples.yourdictionary.com/examples-of-cultural-diffusion.html (Definition of cultural diffusion) http://news.nationalgeographic.com/news/2003/02/0211_030211_limpopo.html (Article on African wildlife refuge)	
Assessment:	Students will create a pro/con poster presentation about a specific example of international cooperation/agreement, then, the class will participate in a gallery walk. Students will discuss whether the outcome was balanced or biased and how it benefited the cultures that were impacted.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student may be provided a cloze scaffolded presentation outline	Student may present their decisions orally
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may identify the most pressing global conflicts in our modern times	Students may add their findings to their presentation
Critical Content:	<ul style="list-style-type: none"> • The importance and influence of global citizenship, roles and responsibilities of individuals and nations • The role of cultural diffusion in developing peaceful relations among the peoples and bring about a better understanding of each other's way of life • International cooperation benefits the protection of the environment 	
Key Skills:	<ul style="list-style-type: none"> • Review international treaties and agreements • Analyze balance and bias • Compile a list of examples of international cooperation/agreements 	
Critical Language:	Bias, treaty, agreement, non-governmental organization, intergovernmental organizations, global citizenship, cultural diffusion	

Learning Experience # 7	
The teacher may provide testimonies, maps, news stories, etc. (e.g. OPEC, UN, NAFTA, NATO, peace treaties, disaster relief) so that students can evaluate the economic and political benefits of international cooperation.	
Generalization Connection(s):	Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations
Teacher Resources:	http://unstats.un.org/unsd/iiss/List-of-International-Organizations.ashx (List of international organizations) http://www.wipo.int/edocs/pubdocs/en/intproperty/442/wipo_pub_442.pdf (Summaries of international agreements) http://tinyurl.com/oca48e9 (Article: A Summary of International Trade Agreements) http://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/ (How to Write a Resolution)

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	http://sites.mgkworld.net/thesis08/files/resolution_writing.pdf (Excerpts from this document on writing a resolution will be very helpful)	
Student Resources:	http://tinyurl.com/oca48e9 (Student information on international agreements) http://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/ (How to Write a Resolution)	
Assessment:	Students will create a UN Resolution to solve an international issue: identify a possible need for international cooperation that is related to a political/economic issue and develop a possible solution that includes evidence of the problem and evidence that their solutions has a high probability of success.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a scaffolded template for writing resolution	Students may use a written or oral presentation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may present to an authentic audience: government official, business owner, etc.	Students may create a multimedia presentation of their UN Resolution
Critical Content:	<ul style="list-style-type: none"> The importance of creating international agreements to solve and monitor economic and political issues that impact the world (e.g., peace treaties, OPEC, NAFTA, NATO, International Monetary Fund) How the natural resources of countries who sign international agreements are affected 	
Key Skills:	<ul style="list-style-type: none"> Analyze multiple sources Research and develop a resolution 	
Critical Language:	Treaty, trade agreement, tariff, protectionism, resolution, United Nations, OPEC, NAFTA, NATO, International Monetary Fund	

Learning Experience #8		
The teacher may provide visuals, articles, maps so that students can evaluate the cultural consequences of and the world's response to international and/or intranational conflict (e.g., Rwanda, Sudan, Ukraine/Russia, Syria).		
Generalization Connection(s):	Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations	
Teacher Resources:	http://www.history.com/topics/rwandan-genocide (Rwanda conflict timeline and international responses to it) http://tinyurl.com/mtjs54b (Article: The Destruction of Cultural Heritage) http://www.buildingpeace.org/Peace-Resources-for-Classroom-Use (Peace Resources for Classroom Use) http://www.rescue.org/blog/lost-boys-sudan (Article: The Lost Boys of the Sudan) http://www.immigrationpolicy.org/just-facts/refugees-fact-sheet (Article: An Overview of U.S. Refugee Law and Policy) http://www.iccrom.org/ifrcdn/pdf/ICCROM_18_ProtectingHeritageConflict_en.pdf (Multiple articles on protecting cultural heritage in times of conflict) http://tinyurl.com/iq9478s (How to Write A Case Study)	

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Student Resources:	http://www.rescue.org/blog/lost-boys-sudan (Article: The Lost Boys of the Sudan) https://www.globalpolicy.org/humanitarian-issues-in-iraq/consequences-of-the-war-and-occupation-of-iraq/35742.html (Article: Iraq's Humanitarian Crisis) http://tinyurl.com/mtjs54b (Article: The Destruction of Cultural Heritage) http://tinyurl.com/jq9478s (How to Write A Case Study)	
Assessment:	Students will research an inter/intranational cultural conflict and write a case study of that conflict. http://tinyurl.com/jq9478s (How to Write A Case Study)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf (template: Conflict Map)	Students may complete a case study (conflict) template
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://conflictperspectives.imtd.org/index.php/regions/africa/104-the-gacaca-courts-in-rwanda-twenty-years-after-the-genocide (Rwanda Genocide courts "Gacaca")	Students may produce a extend their case study to include information on continued efforts to address the cultural impacts of conflict
Critical Content:	<ul style="list-style-type: none"> • The importance of global intervention or non-action in cultural intra-national and/or international conflicts • The conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations • The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality • The patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding • The reality that conflict is unavoidable and can include positive outcomes 	
Key Skills:	<ul style="list-style-type: none"> • Write a case study • Analyze historical documents: primary and secondary sources • Analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity • Identify cause and effect • Examine the interactions of ethnic, national, or cultural influences in specific situations or events 	
Critical Language:	Restorative justice, cultural diffusion, global intervention, intra-national, international, ethnic, humanitarian aid, cross-cultural, sanctions, refugee, refugee camps, genocide	

Learning Experience #9

The teacher may provide news stories, current events, etc. of international conflict (e.g. Somali Pirates, Ukraine/Russia, Latin American & Mediterranean migration) so that students can evaluate the economic and political consequences of conflict among nations.

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Generalization Connection(s):	Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations	
Teacher Resources:	http://www.crisisgroup.org/en/regions/op-eds/2016/guehenno-10-conflicts-to-watch-in-2016.aspx (Article: The 10 Conflicts to Watch in 2016) http://www.cfr.org/global/global-conflict-tracker/p32137#l/p32137 (Interactive map of global conflict status) http://www.choices.edu/resources/twn immigration.php (Lesson plan: U.S. Immigration Policy: What Should We Do?) http://foreignpolicy.com/2010/04/29/the-worlds-worst-immigration-laws/ (Article: The World’s Worst Immigration Laws) http://tinyurl.com/lf23hdd (Article: How other Countries Handle Immigration) http://www.unep.org/dewa/Africa/publications/AEO-2/content/203.htm (Article: Environmental and Socioeconomic Impacts of Armed Conflict) http://tinyurl.com/gu37vb3 (Book: Merryfield, M. & Remy, R.C. <i>Teaching About International Conflict and Peace</i>)	
Student Resources:	http://www.crisisgroup.org/en/regions/op-eds/2016/guehenno-10-conflicts-to-watch-in-2016.aspx (Article: The 10 Conflicts to Watch in 2016) http://www.cfr.org/global/global-conflict-tracker/p32137#l/p32137 (Interactive map of global conflict status) http://foreignpolicy.com/2010/04/29/the-worlds-worst-immigration-laws/ (Article: The World’s Worst Immigration Laws) http://tinyurl.com/lf23hdd (Article: How other Countries Handle Immigration) http://www.unep.org/dewa/Africa/publications/AEO-2/content/203.htm (Article: Environmental and Socioeconomic Impacts of Armed Conflict)	
Assessment:	Students will create a Prezi on a selected current global conflict. The Prezi should include a brief history of the conflict as well as the economic and political impact of the conflict on the countries involved.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in groups or with a partner	Students may create a poster or storyboard
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may incorporate quotes or illustrations to their Prezi (primary sources)
Critical Content:	<ul style="list-style-type: none"> • Armed conflict has long- and short-term impacts on economic and political development, and on environmental well-being • Conflict contributes to the breakdown and disruption of local governance systems • The increase in economic vulnerability, as result of conflict, may trigger new tensions and conflict over critical resources • Immigration can cause social unrest between immigrants and native populations • The economic impact of migration • Effects of immigration on a country include fresh water resources, urban sprawl, traffic, poverty, education demands 	
Key Skills:	<ul style="list-style-type: none"> • Identify the six stages of international conflict • Evaluate immigration policies • Analyze local impacts of international conflict 	
Critical Language:	Immigration policy, human rights, assimilation, push/pull factors, citizenship, ethnicity, nationality, emergence, escalation, stalemate, de-escalation, settlement/resolution, peacebuilding, reconciliation	

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Learning Experience #10		
The teacher may facilitate a Socratic Seminar (using all resources gathered & analyzed throughout the unit) so that students can debate the economic, political, and cultural consequences of globalization.		
Generalization Connection(s):	Economic, political and cultural interconnections between nations result from the processes of globalization International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization Globalization and an increasingly interdependent world provides a myriad of opportunities for both conflict and cooperation among nations Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations	
Teacher Resources:	https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom (Video: Socratic Seminar) https://www.facinghistory.org/for-educators/educator-resources/teaching-strategy/socratic-seminar (How to conduct a Socratic Seminar)	
Student Resources:	Previous data tables, learning experience assessments, collected notes, videos, etc.	
Assessment:	Students will participate in a Socratic Seminar using all previous learning from the unit to develop and defend critical thinking arguments and ideas around increasing globalization and interdependence of the world.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided scripted sentence stems with associated evidence for discussion Students may be provided a scaffolded note organizer for discussion based on probable topics	Students may use teacher provided materials to interact in the Socratic Seminar
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may participate in an extended small group debate Students may monitor or facilitate the discussion	Students may be provided more challenging texts for the Seminar
Critical Content:	<ul style="list-style-type: none"> The key concepts presented throughout the unit (e.g., interdependence, globalization, interconnections between nations) 	
Key Skills:	<ul style="list-style-type: none"> participate in academic conversation use evidence to support assertions 	
Critical Language:	Globalization, interdependence, migration, movement, accelerating population, supranational agreements	