



Current World Affairs Grade 12

Content Summary

The one semester course, *Current World Affairs*, gives a structure for students to examine current issues and the position of the United States in these issues. Students are encouraged to form opinions based on researched facts and determine their personal response. The class will cover global conflicts, globalization and health, nutrition and disease in “hot spots” around the world, especially as they relate to the development of American foreign policy. Students finishing this class will leave with a base of knowledge and a system of analysis that will help them make sense of the world and foster participation in world issues.

Skill Summary

Throughout high school, students enrolled in Spokane Public Schools have developed skills in the study and practice of thinking, reading, and writing strategies. World History and American Studies courses have challenged students to continue to practice and develop these skills as they were exposed to more complex and sophisticated texts and concepts. *Current World Affairs* will offer the opportunity for students to apply historical perspectives to current events and issues. Students will be expected to expand their skills regarding position and bias as well as improving research skills.

Unit Assessments

At the end of units two and four, students will complete an assessment that focuses on a summative Grade Level Expectation (GLE) that summarizes the learning for the unit.

Unit Two –Students will choose a current global conflict. Through the examination of this conflict, students will identify, explain, and provide a description of the cause(s) of the conflict as well as the form. In a multi-paragraph paper or presentation, students will first provide a synopsis of the situation followed by an analysis of both the cause(s) and form of the conflict and cite their sources in an annotated bibliography.

Unit Three - The Document-Based Question (DBQ) for this unit assessment addresses the issues surrounding Globalization and the implications of protectionist measures. Students will be analyzing primary and secondary sources, evaluating the credibility and validity of the sources and responding to the question, “Why Buy American?”

Scope and Sequence Overview

Unit Name	Unit Theme	Suggested # of Days
Unit 1-Foreign Policy and United Nations	Foreign Policy	5
Unit 1-Foreign Policy and United Nations	United Nations	5
Unit 1-Foreign Policy and United Nations	Human Rights	10
Unit 2-Conflict, War, and Terrorism	Types and Forms of Conflict	10
Unit 2-Conflict, War, and Terrorism	CBA	3
Unit 2-Conflict, War, and Terrorism	Types of Terrorism/Terrorist Threats	5
Unit 3-Globalization and International Trade	Globalization and Global Trade	10
Unit 3-Globalization and International Trade	DBQ-Why Buy American?	2
Unit 3-Globalization and International Trade	Migration and Immigration	5
Unit 4-Health, Nutrition and Disease	International Organizations/Foreign Aid	3
Unit 4-Health, Nutrition and Disease	UN Sustainable Goals	2
Unit 4-Health, Nutrition and Disease	Humanitarian Issues	5
Unit 4-Health, Nutrition and Disease	Environmental Issues and Economic Development	5
Unit 4-Health, Nutrition and Disease	HIV and AIDS	5
Total Number of Suggested Days		90

Unit One Overview

Foreign Policy and The United Nations

Content Summary

This unit will focus on American Foreign policy and how it is determined. Students will learn about the security, economic, and ideological interests which comprise what is in our nation's best interests. Students will also explore the tools that can be utilized to achieve a country's foreign policy goals. Students will also learn how and why the United Nations formed, and its role in international relations. In addition to the structure of the U.N. students will learn about the Declaration of Human Rights and how it is applied to different situations around the world.

Unit 1	Foreign Policy and The United Nations	
Scope and Sequence	Possible Standards and Learning Targets	
		Resources
<p>5 Days: Foreign Policy</p> <p><u>Vocabulary</u></p> <p>national interests</p> <p>security interest</p> <p>economic interests</p> <p>ideological interests</p> <p>foreign policy</p> <p>national resolve</p> <p>tools of foreign policy</p>	<p>Civics 1.3.1-Evaluates the impact of international agreements on contemporary world issues.</p> <p>Geography 3.2.2-Analyzes and evaluates the social and political factors affecting cultural interactions.</p> <p>History 4.2.1-Evaluates how individuals and movements have shaped contemporary world issues.</p> <p>CCSS Writing History 11-12.9- Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>Blackboard SVL class– Unit 1 – assignments</p> <p>What if Foreign Policy? – blog</p> <p>Define National Interest</p> <p>Tools of Foreign Policy</p> <p>Power and the Pursuit of National Interests</p> <p>Global Issues in Context –</p> <p>Search Foreign Policy – provides videos, global view points, news, podcasts, magazine articles, academic journals, reference and primary sources, statistics and interactive features.</p>

Unit 1	Foreign Policy and The United Nations	
Scope and Sequence	Possible Standards and Learning Targets	
		Resources
<p>5 Days: United Nations</p> <p><u>Vocabulary</u></p> <p>League of Nations</p> <p>United Nations</p> <p>Organs of United Nations</p> <p>security council</p> <p>veto power</p> <p>permanent member of security council</p> <p>U.N Peacekeepers</p>	<p>Geography 3.1.1: Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.</p>	<p>Students can critique the advantages and disadvantages of belonging to international organizations.</p>
	<p>Civics 1.3.1: Evaluates the impact of international agreements on contemporary world issues.</p>	<p>Students can evaluate the effectiveness of the U.N. and the U.N. Security Council.</p>
		<p>Blackboard – SVL Class - assignments</p> <p>The Structure of the U.N</p> <p>U.N Peacekeeping Map blog</p> <p>Choices - Readings/Questions</p> <p>The UN and the International Community</p> <p>Debating the UN’s Role</p> <p>Choices Activities</p> <p>Writing a Charter</p> <p>Role Playing a UN Decisions</p> <p>Choices Video Resources (lots of short videos on the topic)</p> <p>Global Issues in Context</p> <p>Search United Nations – provides videos, global view points, news, podcasts, magazine articles, academic journals, references, primary sources, etc.</p>

Unit 1	Foreign Policy and The United Nations		
Scope and Sequence	Possible Standards and Learning Targets		
	Resources		
<p>10 Days: Human Rights</p> <p><u>Vocabulary</u></p> <p>UN Declaration of Human Rights</p> <p>natural rights</p> <p>social rights</p> <p>political rights</p> <p>Genocide Convention</p> <p>international law</p> <p>STI Lesson-Human Rights- Constitutional Issues-A Tribal Perspective</p> <p>http://www.indian-ed.org/curriculum/high-school-curriculum/cwp-human-rights/</p>	<p>History 4.2.1-Evaluates how individuals and movements have shaped contemporary world issues.</p>	<p>Examine the impact of Eleanor Roosevelt on the creation of the Universal Declaration of Human Rights.</p>	<p>Blackboard – SVL Class - assignments</p> <p>The Structure of the U.N</p> <p>U.N Peacekeeping Map blog</p> <p>Choices - Readings/Questions</p> <p>The UN and the International Community</p> <p>Debating the UN’s Role</p> <p>Choices Activities</p> <p>Writing a Charter</p> <p>Role Playing a UN Decisions</p> <p>Choices Video Resources (lots of short videos on the topic)</p> <p>Global Issues in Context</p> <p>Search United Nations – provides videos, global view points, news, podcasts, magazine articles, academic journals, references, primary sources, etc.</p>
	<p>Civics 1.3.1-Evaluates the impact of international agreements on contemporary world issues.</p>	<p>Examine the use of the Declaration of Human Rights as a foundation for action.</p>	
	<p>Geography 3.2.2-Analyzes and evaluates the social and political factors affecting cultural interactions.</p>	<p>Examine how religious and cultural factors determine political power.</p>	
	<p>CCSS.ELA-Literacy-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.</p>	<p>Examine different aspects of contentious issues and propose an alternative solution.</p>	

Unit Two Overview

Conflict, War, and Terrorism

Content Summary

In this unit students will examine global conflicts. Students will identify, explain, and provide descriptions of the causes of the conflicts and forms of conflict. Students will learn about the topic of terrorism, from its inception until modern time. This unit will also focus on the complex, diverse, and often violent history of religious and ethnic conflicts worldwide. The role of the United States in global conflict will be a central theme throughout the unit.

Unit Assessment Overview

Students will choose a current global conflict. Through the examination of this conflict, students will identify, explain, and provide a description of the cause(s) of the conflict as well as the form. In a multi-paragraph paper or presentation, students will first provide a synopsis of the situation followed by an analysis of both the cause(s) and form of the conflict.

Unit 2	Conflict, War, and Terrorism	
Scope and Sequence	Possible Standards and Learning Targets	
	Resources	
<p>Types and Forms of Conflict – 10 days</p> <p>civil war</p> <p>guerilla warfare</p> <p>insurgency</p> <p>terrorism</p> <p>ideological conflict</p> <p>ethnic conflict</p> <p>territorial conflict</p> <p>religious conflict</p> <p>political conflict</p> <p>economic conflict</p>	<p>Geography 3.1.2-Evaluates the complexities of regions and problems involved in defining those regions.</p>	<p>Examines the different issues that may lead to conflict within regions.</p>
	<p>Geography 3.2.2-Analyzes and evaluates the social and political factors affecting cultural interactions.</p>	<p>Analyze how religious differences often lead to conflict.</p>
	<p>History 4.2.1-Evaluates how individuals and movements have shaped contemporary world issues.</p>	<p>Analyze how world leaders have responded to uprising within their borders.</p>
	<p>CCSS Reading History 11-12.9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	
	<p>Blackboard – SVL – Unit 2</p> <p>What Creates Conflict? Blog</p> <p>Types of Conflict</p> <p>Types of Conflict – You Decide! (includes video clips of different types of conflicts – students need to decide what type of conflict each is)</p> <p>Forms of Modern Conflict</p> <p>Global Issues in Context <u>Go to main page and click on Conflict and Diplomacy/or search specific topic or type and form of conflict</u>– provides videos, global view points, news, podcasts, magazine articles, academic journals, reference and primary sources, statistics and interactive features.</p> <p>STI Civic Action and Responsibility-Nation Building Taxation</p> <p>http://www.indian-ed.org/curriculum/high-school-curriculum/cwp-civic-action-and-responsibility/</p>	

Unit 2	Conflict, War, and Terrorism		
Scope and Sequence	Possible Standards and Learning Targets		Resources
<p>CBA-3-5 days</p>	<p>History 4.3.1 -Analyzes the motives and interests behind an interpretation of a recent event.</p>	<p>Students can examine regions that are in crisis and determine what type of conflict that they are engaged in (civil war, insurgency, guerilla warfare, terrorism).</p>	<p>Blackboard – SVL – Unit 2</p> <p>Common Based Assessment – includes instructions, pre-write, sample paper and grading rubric</p> <p>Choices- Reading</p> <p>Part 3 – Conflict and Military Security</p> <p>Global Issues in Context</p> <p><u>Go to main page and click on Conflict and Diplomacy/or search specific topic or type and form of conflict</u>– provides videos, global view points, news, podcasts, magazine articles, academic journals, reference and primary sources, statistics and interactive features. <i>Students should not have to look beyond this page as a source.</i></p>
	<p>CCSS Writing History- Produce a clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students will research a current conflict and describe the cause and form of that conflict.</p>	

Unit Two Assessment

Global Conflicts

Purpose

The purpose of the Unit Two Common Assessment is to allow students the opportunity to demonstrate their understanding of Global Conflicts.

This assessment asks students to develop a multi-paragraph paper that provides a synopsis of a current global conflict and then identifies, describes and explains the causes of the conflict as well as the form of conflict. Students should include five or more credible resources that are accurately cited and annotated in MLA format. Regardless of the selected topic, all students will be scored using the Unit Two Common Assessment Rubric.

Writing Prompt: After researching a current conflict, write a paper in which you describe the causes of the conflict as well as the form of the conflict. Support your discussion with evidence from your research.

Teacher Directions

- Review the purpose of the assessment with your students and the Unit Two Rubric
- Review language from the rubric.
- Provide an opportunity for students to research their issue.
- Provide students time in class to organize, revise and edit their final draft.

Unit Two Performance Assessment

Global Conflicts

Perhaps more than at any time in our history, our world is engaged in conflict. There are many different causes of conflict; however, these can largely be classified under a limited number of headings, namely land disputes, political power struggles, ideological differences, ethnic confrontation, religious and cultural differences and the distribution and use of resources. Most conflicts are caused by a combination of factors and it is very difficult, in most cases, to highlight dominant and less dominant causes.

When asked about conflict, people naturally think of conventional warfare. That is, war between two or more nations that are identified by soldiers in uniform. These soldiers are easily identified and they adhere to specific rules of engagement. However, the forms of armed/violent conflict have changed radically over the last 50 years to include other strategies like guerilla warfare, civil war, insurgency and terrorism.

Directions to the student

Writing Prompt: After researching a current conflict, write a paper in which you describe the causes of the conflict as well as the form of the conflict. Support your discussion with evidence from your research.

Use the following steps to guide your work:

1. Select a current conflict to research.
2. Use a research template to organize your information.
3. Provide a synopsis of the situation followed by an analysis of both the causes and form of the conflict.
4. Make explicit references to five or more credible sources that provide relevant information.
5. Create an annotated bibliography in MLA format of the research you have collected.

12th Grade CWA – “Global Conflicts” Rubric

Name _____ Date _____ Period _____

Scoring Elements	Advanced	Meets Expectations	Approaches Expectations	Not Yet
	4	3	2	1
Focus	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses prompt appropriately, but with a weak or uneven focus.	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Establishes a strong controlling idea with a clear purpose maintained throughout the response.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a controlling idea with a general purpose.	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/ Research	Accurately presents information relevant to all parts of the prompt with effective selection of 5 or more sources from reading materials.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.
Development	Presents thorough and detailed information to strongly support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents appropriate details to support the focus and controlling idea.	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Attempts to organize ideas, but lacks control of structure.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate annotated format.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in- depth understanding.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Unit Three Overview

Globalization and International Trade

Content Summary

This unit will focus on human movement and the positive and negative impact it has on the world as a whole. Students will be able to distinguish between voluntary and involuntary movement in addition to the immigration policies of nations. Students will also build an understanding of global, political, economic, social, technological and ecological relations, associated international institutions, and their implications on international trade and business.

Unit Assessment Overview

Unit Three is globalization and more specifically, the impact of buying American goods. After studying primary and secondary sources related to global trade, students will synthesize the information in a response to the question: Why buy American? Students will also address the credibility and the origin of sources they selected to use to support their response.

Unit 3	Globalization and International Trade		
Scope and Sequence	Possible Standards and Learning Targets		
	Resources		
<p>10 days: Globalization and Global Trade</p> <p>Key Terms</p> <p>globalization</p> <p>developing countries</p> <p>developed countries</p> <p>import quotas</p> <p>industrialization</p> <p>subsidies</p> <p>trade deficit</p> <p>tariffs</p> <p>trade sanctions</p> <p>Free Market Economic System</p> <p>STI Lesson-Globalization and the Economy-The Hanford Nuclear Reservation and Its Effects</p> <p>http://www.indian-ed.org/curriculum/high-school-curriculum/cwp-hanford-impacts/</p>	<p>Economics 2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p>	<p>Students can examine how choices made by businesses in China to produce low-price consumer goods affect economic opportunities in the United States.</p>	<p>Blackboard- SVL class- Assignments – Unit 3</p> <p>What is globalization? Blog</p> <p>Basic Questions About Globalization</p> <p>Understanding Global Trade</p> <p>Apparel Data</p> <p>Impact of International Trade</p> <p>Political Cartoons in the Press</p> <p>Choices Reading/Questions</p> <p>Effects of Global Trade</p> <p>Choices Activities-</p> <p>Analyzing Trade Statistics</p> <p>Why Nation Trade Activity</p> <p>Choices Videos- series of short videos on a variety of topic relating to globalization and international trade</p> <p>Global Issues in Context</p> <p>Search International or Global Trade</p>
	<p>Economics 2.2.2 Analyzes and evaluates the effects of specialization on global trade.</p>	<p>Analyze the positive and negative aspects of specialization in global trade.</p>	
	<p>CCSS Reading History 11-12.7</p> <p>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.</p>	<p>Apparel Data</p>	

Unit 3	Globalization and International Trade	
Scope and Sequence	Possible Standards and Learning Targets	
	Resources	
<p>DBQ – Why by American?</p> <p>1-2 days</p>	<p>Economics 2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p>	<p>Examines the social and economic consequences of trade.</p>
	<p>Economics 2.2.2 Analyzes and evaluates the effects of specialization on global trade.</p>	<p>Analyze the positive and negative aspects of specialization in global trade.</p>
	<p>CCSS Reading History 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.</p>	
<p>Blackboard – SVL – Assignments – Unit 3</p> <p>Globalization DBQ – includes instruction, assignments and rubric</p> <p>Global Issues in Context</p> <p>Search International or Global Trade– provides videos, global view points, news, podcasts, magazine articles, academic journals, reference and primary sources, statistics and interactive features.</p>		

Unit 3	Globalization and International Trade	
Scope and Sequence	Possible Standards and Learning Targets	
		Resources
<p>5 days-Migration and Immigration</p> <p>Key Terms</p> <p>amnesty</p> <p>asylum seekers</p> <p>border control</p> <p>emigration</p> <p>illegal immigrants</p> <p>immigration</p> <p>migration</p> <p>refugees</p> <p>seasonal migration</p> <p>official points of entry</p>	<p>Economics 2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p> <p>Geography 3.3.1-Analyzes how the geography of globalization affects local diversity.</p> <p>Geography 3.2.3: Analyzes and evaluates current opportunities and obstacles connected with international migration.</p> <p>Social Studies Skills 5.4.1: Evaluates positions and evidence to make one’s own decisions in a paper or presentation.</p> <p>CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>	<p>Examines the social and economic consequences of trade.</p> <p>Students can analyze migration patterns in relation to distribution of resources.</p> <p>Students can evaluate immigration trends in relation to sustainability issues.</p> <p>Blackboard – SVL – Assignments – Unit 3</p> <p>Migration Map</p> <p>Immigration Stories of Yesterday and Today</p> <p>Illegal Immigration – What are the Solutions</p> <p>Globalization DBQ (optional) Includes instructions, excerpts, and rubric</p> <p>Global Issues in Context – log in Search immigration or refugee crisis– provides videos, global view points, news, podcasts, magazine articles, academic journals, reference and primary sources, statistics and interactive features.</p>

	<p>reasoning, and evidence.</p> <p>CCSS.ELA-Literacy.WHST.11-12.1: Write arguments focused on discipline-specific content.</p>		
	<p>CCSS.ELA-Literacy.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Students can examine how opportunities in the developed world stimulate international migration.</p> <p>Students can consider the causes and effects of the global pattern of trade and its impact on society.</p> <p>Students can evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves the matter uncertain.</p> <p>Students can write arguments focused on discipline-specific content.</p>	