

Global Issues & Big Themes May -7th Grade (9/03/09)

Standards	Vocabulary	Activities /Assessments	Resources
<p>H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>H1.4.3 Use historical perspective to <u>analyze</u> global issues faced by humans long ago and today.</p> <p>G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, <u>compose</u> persuasive essays, and <u>develop</u> a plan for action. (H1.4.2, G1.2.6, See P3, P4)</p> <p>G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2 and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigation may be addressed at the conclusion of each Era or may be included at the conclusion of the course. (See page 65)</p> <p>P3.1.1 Clearly state an issue as a question or public policy, <u>trace</u> the origins of an issue, <u>analyze</u> and <u>synthesize</u> various perspectives, and <u>generate</u> and <u>evaluate</u> alternative resolutions. Deeply <u>examine</u> policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and <u>evaluate</u> effectiveness. report the results, and <u>evaluate</u> effectiveness.</p> <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied • Clearly state the issue as a question of public policy orally or in written form 		<p>Take –a-Stand</p>	<p>Channel One: notes, quiz, writing</p>

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<ul style="list-style-type: none"> • Use inquiry methods to acquire content knowledge and appropriate data about the issue • Identify the causes and consequences and analyze the impact, both positive and negative • Share and discuss findings of research and issue analysis in group discussions and debates • Compose a persuasive essay justifying the position with a reasoned argument <p><u>Develop</u> an action plan to address or inform others about the issue at the local to global scales.</p> <p>P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>P4.2.2 Engage in activities intended to contribute to solving a national or international problem studies.</p> <p>P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p> <p>W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).</p> <p>W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River Nile River, Indus River).</p> <p>G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).</p>			

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<p>G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban centers, and chemical spills in European Rivers).</p> <p>C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nation interact.</p> <p>C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).</p> <p>G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).</p> <p>G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</p> <p>C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and</p>			

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<p>society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p> <p>E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum in Africa, mineral resources in Asia).</p> <p>E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.</p>			
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